
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
KG1
Connect
Term 1
Teacher's Guide
2022-2023
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني





Connect

Term 1

Teacher's Guide





Shona Evans



Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy
Minister of Education and Technical Education

Contents

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Theme 1: Who am I?	1 It's me!	Busy Bee, Adam, Dina, Hello!, Goodbye, flower, friend	Hello! What's your name? I'm (Busy Bee). It's a flower. It's yellow.	h: honey, hand H: Hello!	**Communication: Self-expression:** Hello! What's your name? **Critical thinking: Observation and inquiry:** Bees and honey **Problem solving:** It's a flower	**Curiosity:** Bees and honey **Love for friends:** Let's make friends	**Community participation:** Making friends	**Math:** I can count **Science:** Bees and honey
	2 My body	ear, eye, hair, hand, mouth, nose	Touch your (ear). Wash your (hands).	m: mouth, milk, mug M: Mazen, Mommy	**Problem solving:** The body game **Communication:** Show and tell **Creativity:** A paper plate face	**Sharing** **Independence:** Show and tell	**Preventative health:** Let's wash!	**Project:** A paper plate face
Theme 2: The world around me	3 My class	board, book, chair, crayon, pencil, table, red	What's this? It's a (pencil). It's a (crayon).	b: book, board, blue, bee, black B: Busy Bee	**Self-management:** Let's tidy up!, Look and learn **Problem solving:** My red crayon **Communication:** Show and tell **Creativity:** Classroom poster	**Participation:** Let's tidy up!, What's this? **Independence:** Let's tidy up!	**Awareness of rights and duties:** Let's tidy up!	**Art:** I can color!
	4 My family	brother, Daddy, Grandma, Grandpa, Mommy, sister	Who's this? This is my (mommy). Can I help you? Yes, please. No, thank you.	d: doll, duck, dog D: Dina, Daddy	**Self-management:** Let's help. I help my family. **Problem solving:** Family **Critical thinking: Observation:** Plant, animal and human families	**Empathy and love of family:** Let's help!, Look and learn **Independence:** Show and tell	**Loyalty and belonging:** This is my family	**Science:** plant, animal and human families **Project:** My family tree
	Review 1	Revision of vocabulary from units 1-4	Revision of language from units 1-4	Revision of phonics from units 1-4	**Communication:** Acting, A family chain **Creativity:** A family chain	**Participation:** Board game, Acting		**Project:** A family chain

Introduction

Connect KG 1 is the first level of an exciting new course for kindergarten learners. Using the latest methodological techniques for kindergarten classes, the course takes the children on a learning journey which is full of fun, engaging activities with friendly characters in a familiar world.

Aims of the course

The course is based on activities to develop oral and listening skills in English as well as introducing the alphabet and basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).

The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. It has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful, first steps learning experience.

Each level is divided into four main themes *(Who am I?, The world around me, How the world works? and Communication)*, encouraging the students to gradually develop their understanding of themselves, their environment and citizenship.

Topics

The context of the book reflects the children’s immediate environment, so the topics draw on their knowledge and subsequently motivate them to discover more about the world through English. Topics in *Connect KG 1* include the body parts, school, family, toys, animals and clothes.

The main characters

Adam and Dina are the main child characters. They are a brother and sister who live with their immediate family. They go to a kindergarten and have two close friends, Laila and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She appears in the stories to help the children solve little problems concerning life skills, such as self-confidence, empathy and helping others. Busy Bee is represented throughout the course in the activity icons, which clearly show students what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has four main units plus one review unit. Each main unit consists of sixteen pages, which equate to six lessons, plus at least two *Play time* pages.

Each unit has an appropriate topic for young children. The six lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration, which is clearly presented and practiced through a song
- a story featuring the vocabulary in the context of chunks of useful language
- deeper exploration of life skills values, or issues
- listening and speaking practice of the target language of the unit
- phonics presentation and practice, including listening, speaking, tracing and writing tasks
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art, Music and Social Studies
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

Introduction

After each main unit, there are at least two pages of *Play time* activities. These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. However, since these pages are extra revision material, they are intended to be extra fun tasks only and are not compulsory.
The review units at the end of each term are designed to practice and consolidate the language students learned so far.
At the end of the book are a selection of cut-out materials to be used as interactive resources. Full guidance about when to use these are given in the Teacher's Guide notes.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set opposite the accompanying notes. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. Audioscripts for all the recorded material are also provided.
Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.
Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. There are fast finishers' activities and practice game suggestions at the end of each lesson.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group.

Digital materials

Links are included throughout the Teacher's Guide to animated videos of the songs and stories. Animation brings the story content to life and additional fun and action to the songs. There are also supporting videos for some integrated curriculum content to help teachers to explain more difficult concepts.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Vocabulary

Students throughout listen to the new words and find the items in the picture.

Students then listen to the song and sing along as much as they can. They can also sing on their own with the karaoke version of the song.

Confidence with the new language is gradually built up through fun activities.



The artwork is bright and colorful with lots of details for students to find and discuss.

The word box shows the new words of the unit. The words are in blue because students are not expected to be able to read them at this stage. Words will be presented in black for students to read later on.

Vocabulary Unit 2

1 Listen and repeat

2 Color

1

2

The language in each lesson is clearly presented to teachers and parents in the footer.

Vocabulary: *ear, eye, hair, hand, mouth, nose*



Introduction

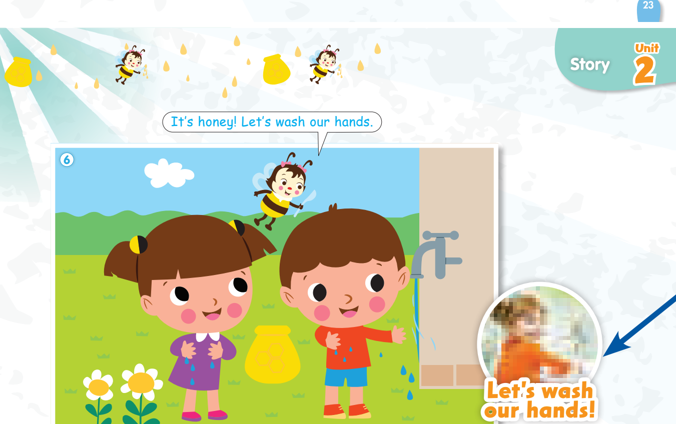
Story

The activities are clearly shown to students with the fun icons of Busy Bee.



Large colorful story frames show the fun scenes clearly and help students engage with the stories.

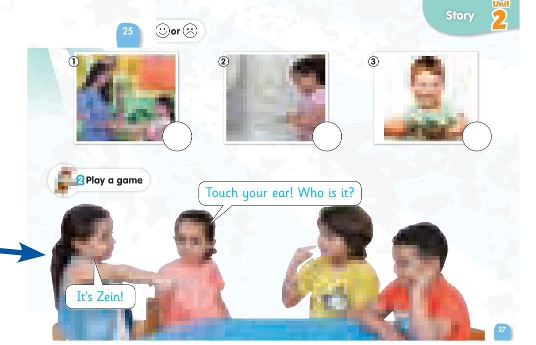




Children in kindergarten are learning lots of new skills. The *Look and learn* feature helps students to focus on these skills.

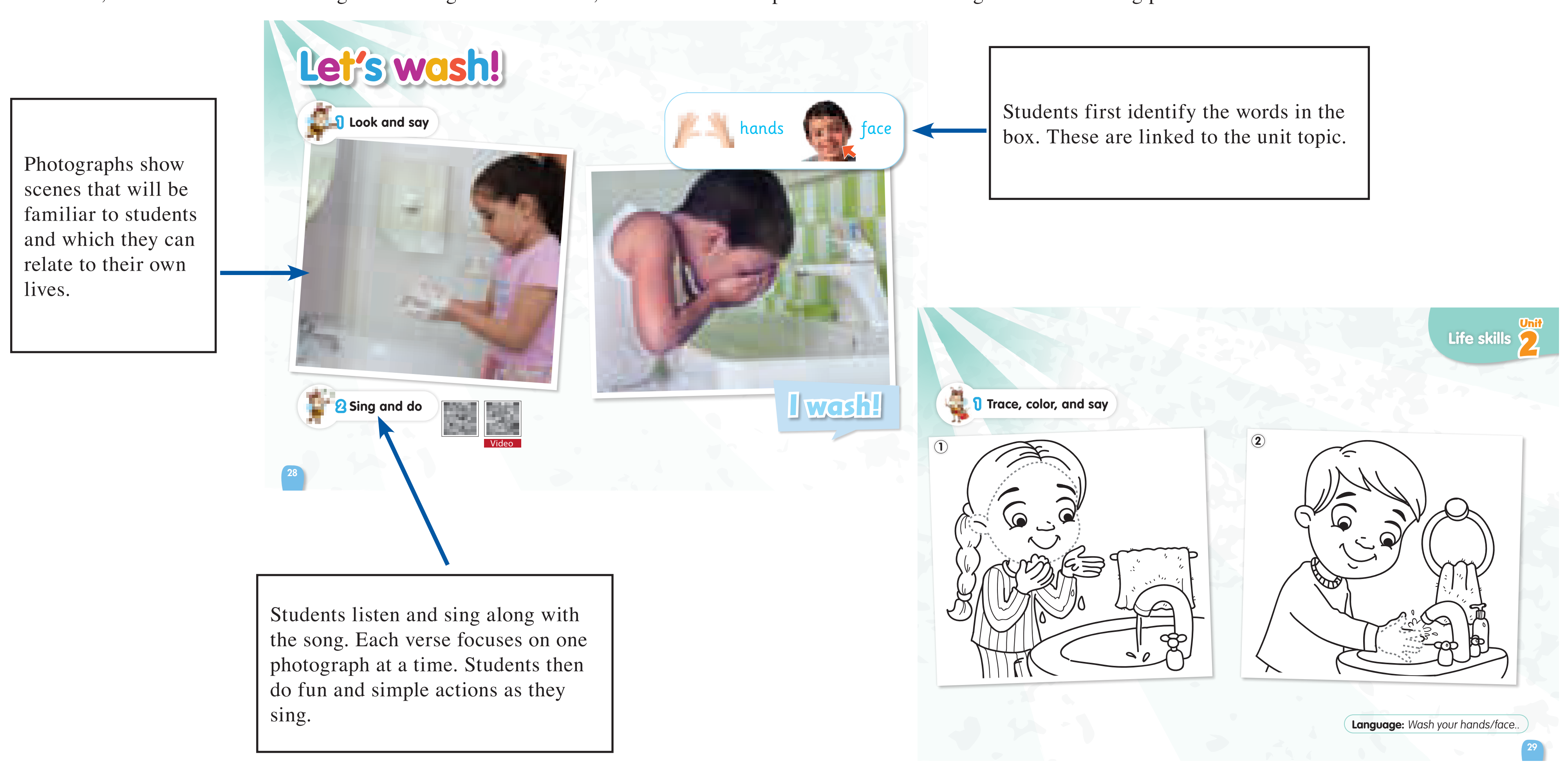
Every story in the course presents a minor problem that must be solved by the characters. At this point, the teacher can pause the CD and discuss the problem with the students.

The lesson works toward children using language to express themselves.



Life skills, Values and Issues

Life skills, values and issues are integrated throughout the course, but there are also specific lessons focusing on these learning points



Introduction

Listening and speaking

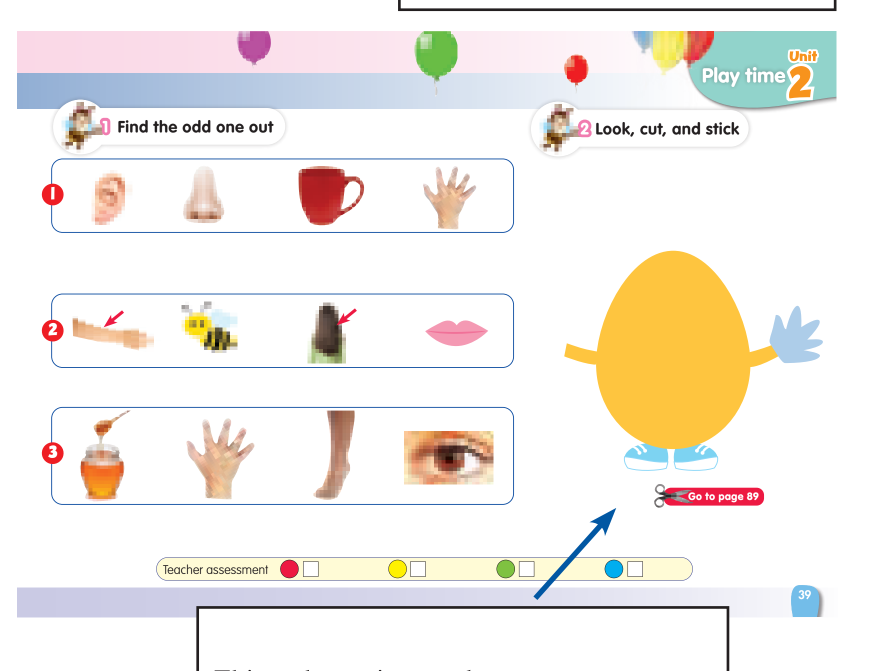
The focus of this lesson is for the students to practice the target language in a fun listening and speaking activity.

First, students listen to sample dialogs and point to the corresponding pictures on the page.



The aim of this activity is for students to practice and perform a simple dialog in pairs. The small pictures below the heading help students to identify the language required.

By the end of the lesson, students should be comfortable using the language independently.



This task requires students to cut out materials from the back of the book and use them in a fun and interactive activity.

Phonics

Students listen to the lively phonics chant, which presents the target sounds. They listen and repeat the sounds.

Clear guidance about the formation of each letter is given on the page. Students can then practice tracing the letter in the context of a word.



The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.

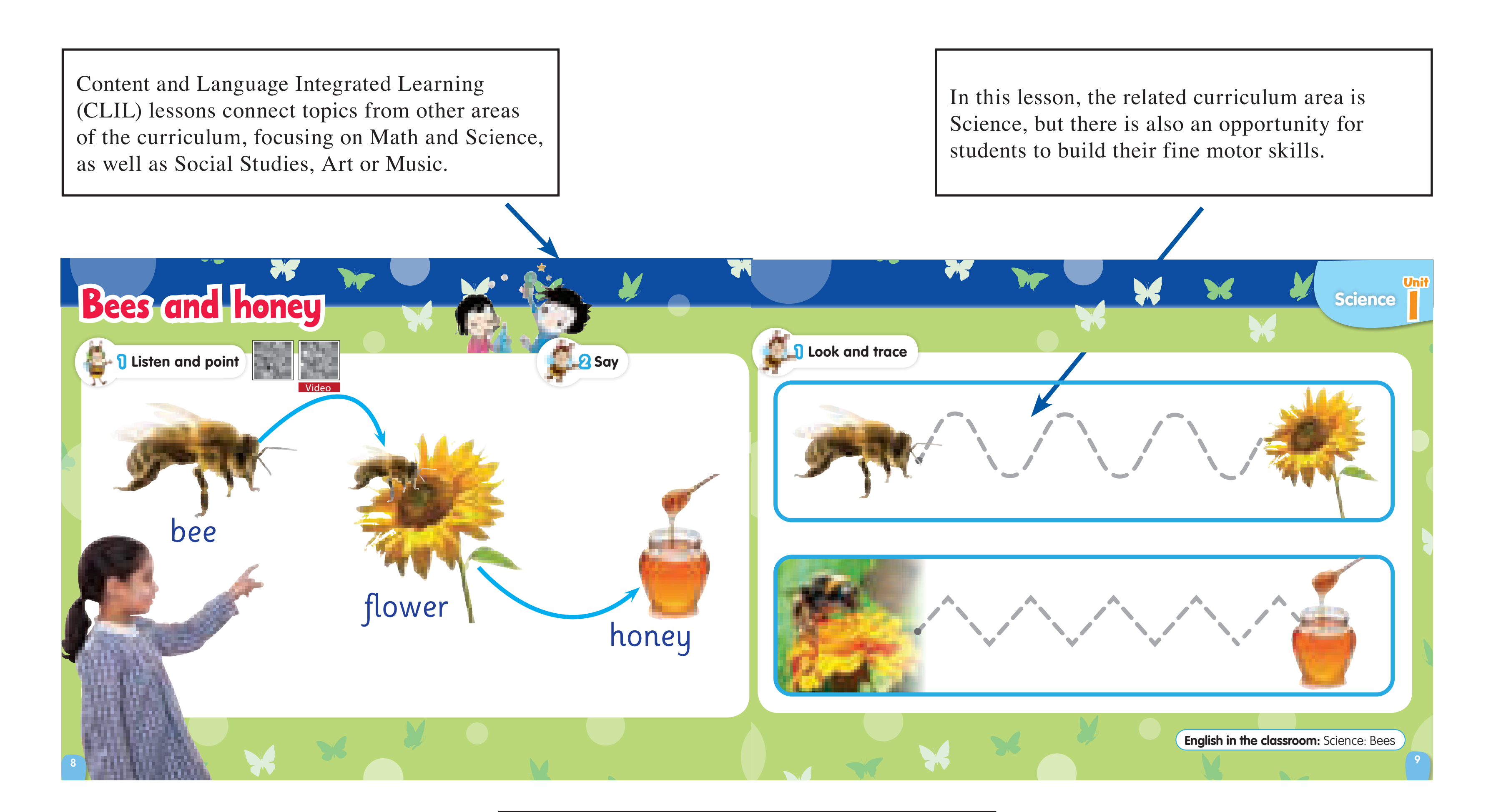
This feature shows students where the letters they are studying fit into the alphabet. We present the alphabet in lowercase letters on one page and in uppercase on the next page, so that students can see each case in context.

Introduction

English in the classroom (CLIL)

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, focusing on Math and Science, as well as Social Studies, Art or Music.

In this lesson, the related curriculum area is Science, but there is also an opportunity for students to build their fine motor skills.

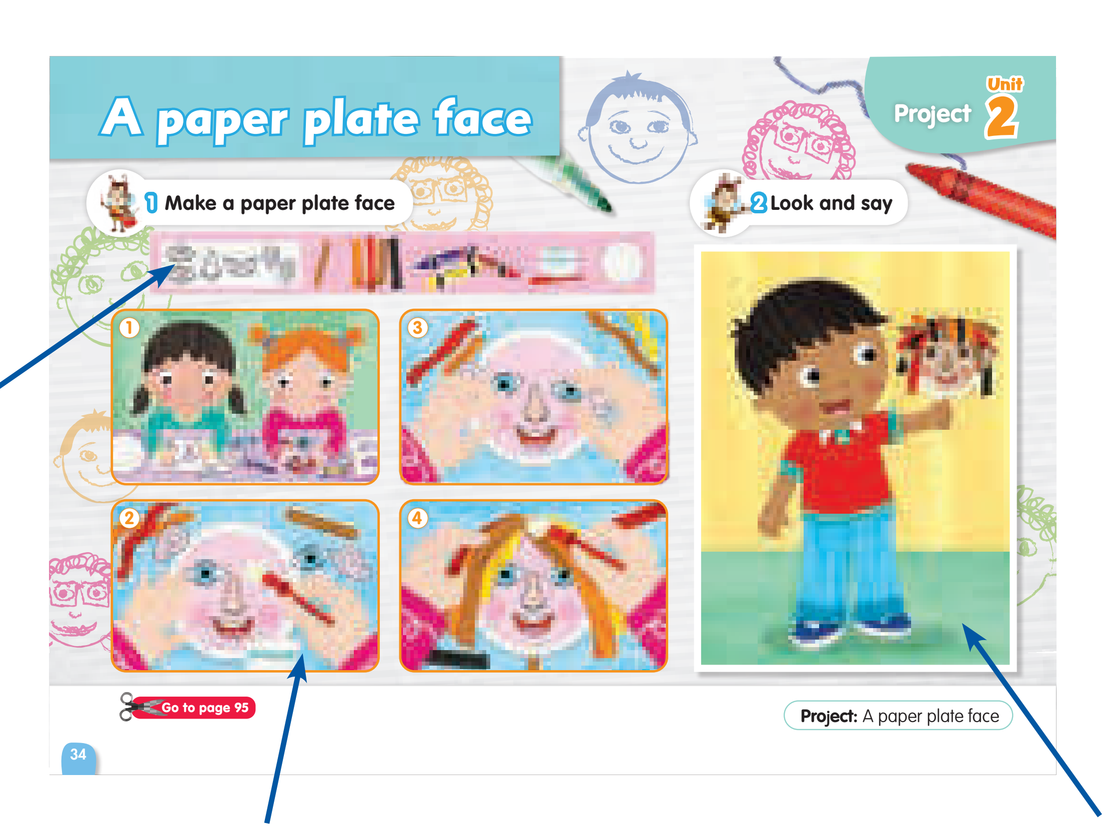


CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons, particularly in Math and Science.

Project

In this project, students make a paper plate face. This consolidates the language, life skills, values and issues of the unit. The project is also a chance for you to assess the students' progression in these areas. Moreover, it offers the students the chance to work with their classmates to share resources and cooperate together.

Resources needed for the project are clearly shown on the page.



Both creativity and working in groups are important elements of the kindergarten curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families.

There is a clear step-by-step guide for how to create the project work. Further guidance is given in the Teacher's Guide.

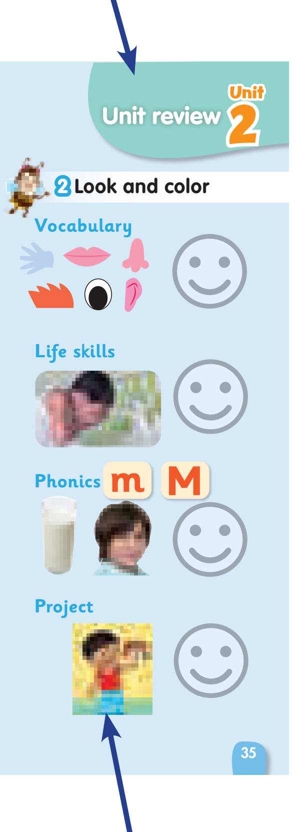
After completing the project, students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

Show and tell and Unit review

Every unit ends with a unit review. This revises all the language that the students learned in the unit. This revision is guided by the teacher and then followed by student self-assessment.

For the *Show and Tell* activity, students bring objects from home to show the rest of the class and to talk about. The photograph shows what the students need to do. Alternatively, students can present the projects which they had previously made in class with their friends.



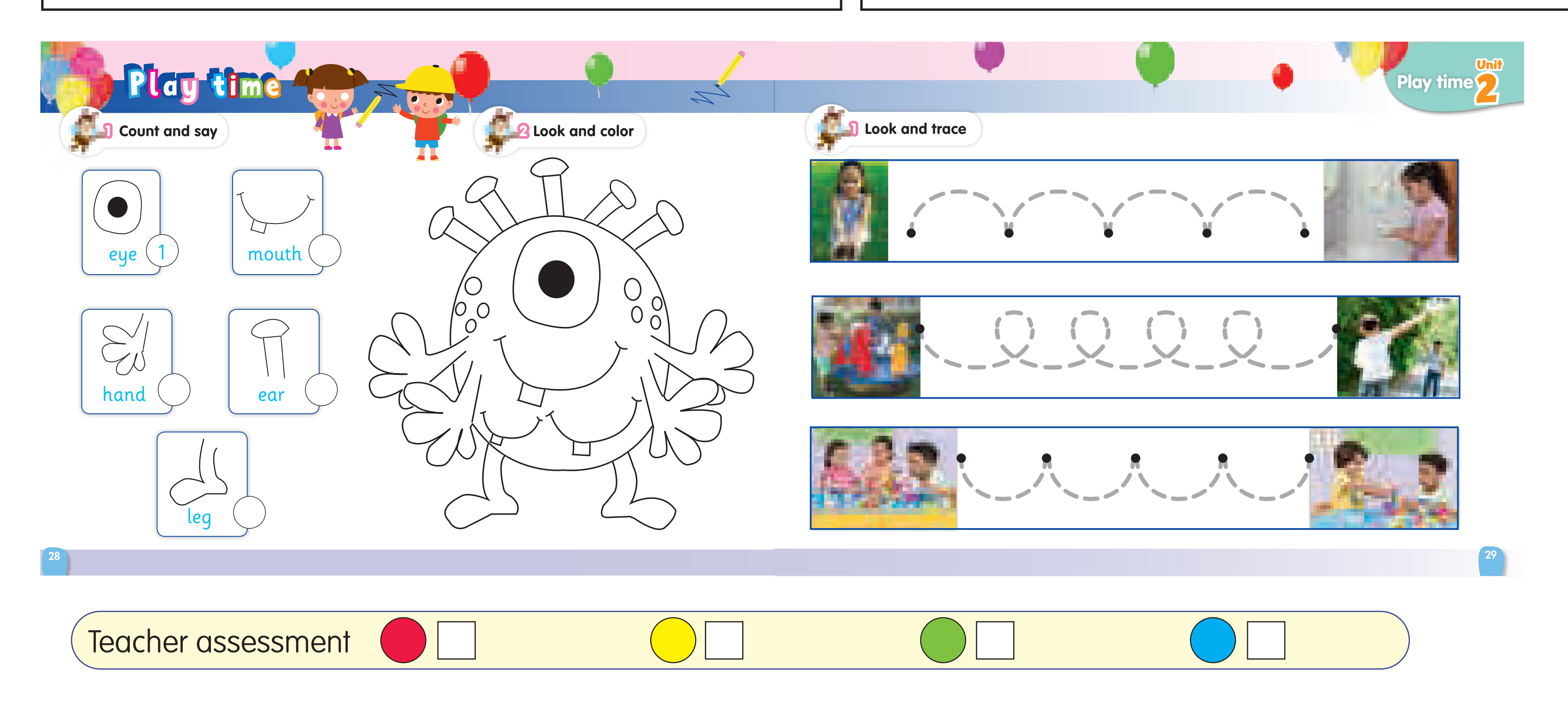


The final part of the lesson is a self-assessment activity. The students look at each element of the unit. If they feel that they have learned or understood each part of the unit, they color the happy faces. Full guidance for this section is given in the Teacher's Guide.

Play time

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.



Teacher assessment

At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.

Collect the books at the end of the lesson. Look at the students' own assessment of their progress in the *Look and draw* activity. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, give students a grading for each skill. Your grading is based on the student's performance throughout the unit. In order to decide on assessment color easily, make a short list of unit learning objectives. If a student achieves all of the learning objectives, tick the blue face. If the student achieves most of the objectives, tick the green face, and so on.

Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

How to teach phonics

The course supports children's phonemic awareness development through *Learn sounds with Busy Bee* in each unit, with emergent writing skills practice. Each phonics lesson focuses on one or two key letter sounds of the alphabet, using familiar vocabulary from the unit. At the end of *Connect KG1*, there is a revision of all the letters and sounds learnt throughout the course.

Each letter sound is presented using the same procedure. Teachers show a picture, item or action to elicit the word, e.g they wave hello to elicit the word *hello*. Then they draw the letter on the board (both lowercase and uppercase) and point and say the letter sound, e.g. /*h*/, and encourage students to repeat. They wave again and elicit *hello*. Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word, e.g. /*h*/ *Hello!*

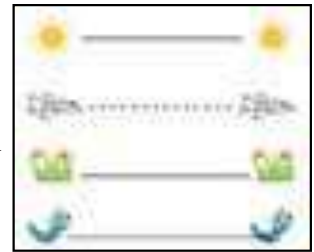
A chant reinforces the correct pronunciation of the sounds in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound. This course presents both uppercase and lowercase letters because it is important for students to realize that letters take different forms. The uppercase letters are presented in the context of names and other words which are usually capitalized. For kindergarten students the lowercase letters are the most important practice because in English we use lowercase letters for about 97% of our writing.

How to teach emergent reading and writing skills

This course was carefully designed to help scaffold both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogs.

In *Connect KG1*, students are taught one new letter sound in each phonics lesson, with an alphabet review in Unit 8. Through the activities they practice identifying and saying the letter sounds, and identifying words with those initial sounds. Printed words in the Student's Book appear in blue font as they are not intended for students to read.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly.





Use the Sky Writing procedure: The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder.

The teacher writes on the lines and says the steps out loud. Then, students trace the letter in the air, saying the steps out loud with the teacher. Repeat each letter.

For example, to write the letter *h*, say *Start at the Sky Line, go straight down to the grass line*, *go up and round to the plane line and round down to the grass line*. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage the children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and story content in which areas such as Math and Science are focused on, as well as Social Studies, Art and Music. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

Teaching life skills

Children at kindergarten age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions:

- **Learning to live together: skills for active citizenship**: respect for diversity, empathy, sharing and accountability. In *Connect KG1*, skills introduced for this dimension include sharing (working together) and respect for diversity.
- **Learning to be: skills for personal empowerment:** self-management, resilience and communication. In *Connect KG1*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress.
- **Learning to do: skills for employability:** collaboration, negotiation, decision making and productivity. In *Connect KG1*, skills introduced for this dimension include respecting others, working in groups and following rules.
- **Learning to know: skills for learning:** creativity, critical thinking and problem solving. In *Connect KG1*, skills introduced for this dimension include problem solving in each of the stories and creative thinking in project and presentation tasks. Stories, activities, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education. While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart, early thinkers.

Teaching values

Values education is the teaching of values such as tolerance, honesty, curiosity, perseverance, cooperation and independence. These values help to create good citizens, and are very important development steps for children of this age.

Students are introduced to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity, perseverance, cooperation, politeness, respect, tolerance and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified are:

- Non-discrimination issues
- Citizenship issues

- Environmental and development issues
- Health and population issues
- Globalization issues

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 1. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning, is inclusive and fun, and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up, sit down, clap your hands* and *open your books* are some of the common instructions which could be used. TPR is also used to react to the content of songs in miming activities and guessing games.

Projects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage. Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the *Games Bank* at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive, active learners. For many, it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing, with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and

sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the young learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Classroom Management

Working in whole class, pairs and groups

Establishing routines in the young learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way, we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Use a class mascot to greet the children and take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot, flashcards and realia to capture children's attention.

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle).

Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers.

Lean and Whisper

Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.

Hands up

The teacher holds a hand in the air to signal that the students should stop what they are doing, stop talking, and look up at the teacher. When the students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention-getting signal.

Calling sticks

The teacher writes names of all the students on popsicle sticks and places them in a jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.

Playing time

This could be a free-play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner, for example. Observe how they play and interact with their classmates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you and the class mascot in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!

Let’s sit down!

Let’s be quiet!

It’s time for a story!

Stand up, please.

Go to your table.

Open your books.

Close your books.

Tidy up, please.

Stand in a line.

I hope you enjoy using this innovative, new course which has been lovingly written and designed to create a memorable and purposeful language-learning experience.



LESSON 1 page 2

Objectives: To recognize and use the greeting *Hello!*
To identify vocabulary for character names in a picture

Vocabulary: *Busy Bee, Adam, Dina, Hello!*

Language: *Hello, I'm (Adam).*

Materials: Student's Book, pages 2 and 3
Class CD
Online song video
Coloring pencils or crayons
Paper for the *Fast finishers* activity
A soft ball for each group table for the *Hello!* consolidation game

Opener

- Welcome the students with a smile. Make sure they know where to sit.

Presentation

1 Wave and say *Hello!* to the class.
2 Encourage the class to wave and say *Hello!* to you. Repeat this several times.
3 Then wave and say *Hello!* to individual students and encourage them to do the same in reply to you.

1 [CD 1.2] Look, listen, and point

1 Help the students to find page 2.
2 Present the main characters. Point to each character and say the name: *Busy Bee, Dina, Adam*.
3 Students repeat the names together.
4 Ask *Who can you see?* Point to a character and ask *Who is this? Busy Bee? Dina? Adam?* Students say each name.
5 Play the CD. Pause when a character says his / her name. Ask students to point to the character and hold up their books to show you.
6 Play the CD one more time without stopping.
7 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

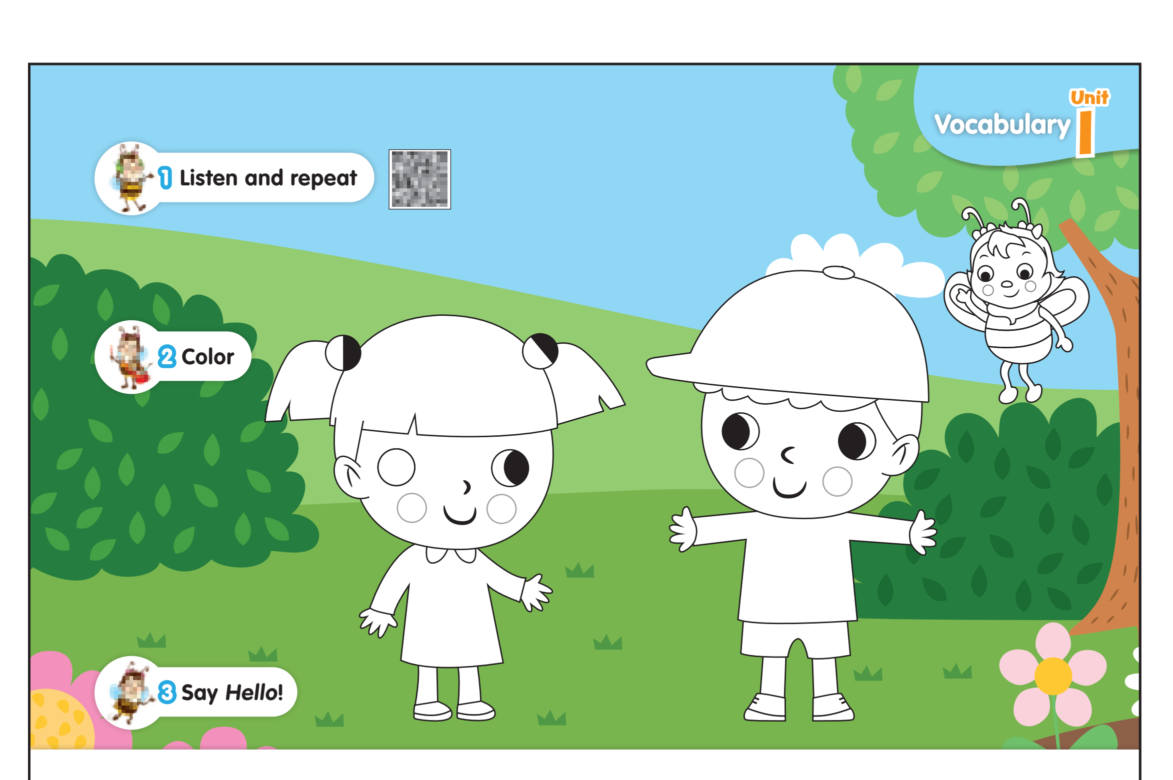


Audioscript

Busy Bee:	*Hello! I'm Busy Bee.*
Adam and Dina:	*Hello, Busy Bee!*
Dina:	*Hello, I'm Dina.*
Busy Bee:	*Hello, Dina!*
Adam:	*Hello, I'm Adam.*
Busy Bee:	*Hello, Adam!*

2 [CD 1.3 and 1.4] Sing

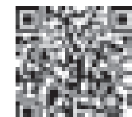
1 Hold up a book.
2 Point to Adam. Say *Hello, I'm Adam*. Encourage students to say *Hello, Adam*. Repeat for the other characters.
3 Play the song. For each verse, students point to the corresponding character in the picture.



Audioscript

Everyone: *Hello, hello, hello!*
Busy Bee: *Hello everyone, I'm Busy Bee.*
Adam and Dina: *Hello, Busy Bee!*
Adam: *Hello, hello, hello!*
Hello, I'm Adam.
Dina and Busy Bee: *Hello, Adam!*
Dina: *Hello, hello, hello!*
Hello, I'm Dina.
Adam and Busy Bee: *Hello, Dina!*

4 Play the song again. Encourage students to sing along with the song as much as they can.
5 Play the song again. Point to each character when you hear his / her name, and wave when you hear the word *hello*. Encourage students to do these actions.
6 When students are able, play the version of the song without words. Students sing as much as they can.




Digital link: A video of this song with animation and a karaoke version can both be accessed by scanning these QR codes.

LESSON 1 page 3

1 [CD 1.5] Listen and repeat

1 Help the students to find page 3. Point to the picture.
2 Ask *Who is this?* (Busy Bee, Dina and Adam).
3 Then say *Now listen and repeat*.
4 Play the recording, pausing for students to repeat the words as they point to the pictures.

Audioscript

Narrator: *Dina* *Adam* *Busy Bee*

2 Color

1 Tell students that they are going to color in the picture. Say *Let's color*.
2 Help students to decide which colors to use.
3 Students work carefully to color the pictures as neatly as they can.

3 Say *Hello!*

1 Wave and say *Hello!* to students and ask them to wave and say *Hello!* back to you.
2 Students point to their finished pictures and say *Hello, Dina. Hello!, Adam. Hello, Busy Bee.*
3 Ask students to work in pairs to say *Hello!* to their partner.

Fast finishers

- Ask students to draw a simple picture of themselves. They can draw their whole body or just the face. Ask them to show the picture to another student and say *Hello, I'm (Nesma)*. The other student replies *Hello, (Nesma)*.

Practice game

- Play *Hello!* (Games Bank, page 87).

1 Ask the children to sit in a circle. If they sit at group tables, they can play around the table. Use one group to demonstrate the game.



2 Say a child's name and roll the ball to that child.
3 The child stops the ball and says *Hello, I'm (name)*.
4 Say *Hello, (name)* and encourage the class to join in.
5 The child then rolls the ball to another child, and the game continues in this way so that all students take part.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say* hello!
  We know Dina, Adam and Busy Bee.
  We sang a song. Next we will start to learn to read and write in English.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

LESSON 2 page 4

Objectives: To recognize the letter sound /h/
To find words with the /h/ sound
To trace and copy the letter *h and H*

Vocabulary: *hello, honey, hand*

Language: *Hello, I'm (Adam).*

Materials: Student's Book, pages 4 and 5
Class CD
Paper for the *Fast finishers* activity

Opener

- Wave and say *Hello* to the class.
- Encourage the class to wave and say *Hello* to you. Repeat this several times.
- Then wave and say *Hello* to individual students and encourage them to do the same in reply to you.
- Revise the names of the characters *Dina, Adam* and *Busy Bee*.
- Play the song from Lesson 1 again. Encourage students to sing along as much as they can. Encourage them to wave when they hear the word *hello*.

Presentation

Letter sound /h/

1 Hold up your hand and ask *What's this?* Elicit *hand*.



2 Write the letter *h* on the board.
3 Point at the letter and say /h/. Students repeat the sound /h/ with you.
4 Hold up your hand again and elicit *hand*.
5 Write *hand* on the board and circle the letter *h*.
6 Point to the letter on the board, hold up your hand and say /h/, /h/, *hand*.
7 Write the letter *H* on the board. Point to it and say /h/. Point to the h and say /h/.
8 Explain to students that there are two ways to write this sound. We use h most of the time, but use H at the beginning of names and sentences.
9 Point to h and H again and elicit /h/.

1 [CD 1.6] Listen and repeat

1 Help students to find page 4.
2 Point to the picture of the girl waving and ask *What's this?* Students say the word *Hello*.
3 Then point to the letter *H* on the page and say the sound /h/. Students repeat after you. Practice this several times.
4 Then point to the letter h on the page and say the sound /h/. Students repeat after you. Practice this several times.
5 Play the CD to the class. Say the first part of the chant to the class. Then play the second part, encouraging students to say and repeat the /h/ sound. Say /h/.





LESSON 2 page 5

1 Trace and copy

1. With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, draw the lines on the board one at a time and get the children to copy them in the air.
2. Model the letter formation for the letter *h*. Say the sound /h/. With your back to the class, write a large letter *h* in the air with a finger. Make the starting point and direction of writing clear.
3. Students copy the letter in the air several times, saying the letter sound as they do so.
4. Model the correct way to write the letter on the board. As you draw the letter, say *Start from the dot. Go down. Go up and round and down*. Write the letter several times in this way.
5. Repeat the same procedure for the uppercase H.
6. Help students to find page
7. Make sure the students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them. Good posture is important.
8. Ask students to trace over the dotted letters in their book with a finger first.
9. Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10. Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
11. Read the three words to the students. Ask them to trace the dotted letter for each word.
12. Students can make an *h* poster to be displayed on the wall. They write and decorate a large *h* and *H* on the page and draw a picture to match the initial letter sound *(Hello, hand, honey)*.

Fast finishers

- If students know any other simple words that start with *h*, e.g. *hat,* they can draw this on their poster.
- If you have space, you could create a display board for phonics posters and add words to it throughout the course.

Audioscript

Everyone listen,	*h*	*h, h, h!*
Listen to me.	*h, h*	*h hello*
Listen and repeat,		*Hello!*
Repeat after me.		

2 Look and circle h or H

1. Look at the pictures with the class and elicit the items: *What can you see?* (*Hello!, honey, hand*). Say the words together with the class.
2. Point to the girl. Say the word *Hello*. Say /h/ *Hello*. Point to the *H* and show the students how to draw a circle around it.
3. Point to the honey. Say the word *honey*. Say /h/ *honey*. Ask students to draw a circle around *h*. Ask them to hold up their books to show you their answers.
4. Finally, point to the hand and say /h/ *hand* together with the class. Ask students to draw a circle around *h*. Ask them to hold up their books to show you their answers.

Extra practice

❑ Point to each picture and ask the class to say the sound /h/ and the word.



2 Look and say

1 Point to the first picture (honey) and say *What is it?* Encourage students to answer /h/ *honey*.
2 Repeat the same procedure with the other pictures (hand, hello).
3 Put students in pairs. Ask them to take turns to point at the pictures. Their partner should say the letter and the word.
4 Monitor as they work.

Practice game

- Play *Circle it* (Games Bank, page 86).

1 Divide the board in half. On one side, draw a simple shape or write a letter, on the other side write the letter *h*. Ask for a student to come to the board and point to the letter *h*. Say *Point to h*.
2 Rub both out. Draw a new shape or letter and the letter *h*, and ask another student to point to the letter *h*. This time draw a big circle around the correct answer. Encourage students to draw the circle themselves in the following rounds.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say* /h/. *We can recognize and write the letter h.*
  We can find words with the /h/ sound.
  Next we will learn to count in English.

LESSON 3 page 6

Objectives: To count up to five
To identify the numbers *one, two, three, four, five*
To use plural nouns with *s*

Vocabulary *one, two, three, four, five; bee*

Materials: Student's Book, pages 6 and 7
Paper for the *Fast finishers* activity

Life skills: Respect for diversity

Opener

- Wave and say *Hello* to the class.
- Encourage the class to wave and say *Hello* to you. Repeat this several times.
- Then wave and say *Hello* to individual students and encourage them to do the same in reply to you.
- Revise the /h/ sound with the class. Help them to find the letter *h* and the picture for *hello* on Student's Book page 4.



- Play the chant from Lesson 2 again (page 4). Encourage the children to join in.

Presentation

1 Present the numbers *one, two, three, four, five* to the class using real items (toys or classroom objects).
2 Make five groups of items (one item, two items, three items, four items and five items). Put the groups in different places around the classroom. Say a number. Ask students to point to the correct group. Repeat the same procedure with all the numbers several times.
3 Hold up one finger and say *one*. Ask students to repeat. Continue in the same way with the other numbers.
4 Repeat the exercise and ask the students to whisper the numbers quietly. Then repeat and ask students to shout the numbers.

1 [CD 1.7] Listen and repeat

1 Help students to find page 6. Point to Exercise 1.
2 Point to the number one and say *one*. Encourage students to repeat.
3 Repeat the same procedure for the other numbers in order.
4 Play the CD. Pause the CD after each number and encourage the students to point at the correct picture.



5 Play the CD again and pause after each number for the students to repeat. Check their pronunciation.

Audioscript

Narrator: *one two three four five*
one, two, three, four, five.

2 [CD 1.8] Listen and match

1 Hold up your book. Point to the row of hands at the bottom of the page. Draw attention to the different hand colors. Ask students if they think this hand belongs to the same person. Elicit that they are not the same hand and ask students to raise their hands in the air. Have them observe their own hands and that of their friends. Ask, *Are all your hands the same color?* Elicit *No, they aren't*. Say *We are all different and beautiful*. Encourage students to look at their hands and repeat.
2 Point to the first hand and say *What is it?* (two).
3 Repeat the same procedure with the other pictures.
4 Play the CD. Pause after each number. Ask students to draw a line from the correct number at the top to the correct picture at the bottom.
5 When they finish a line, ask the students to hold up their books to show you their answers.



Ask them to say the number.
6 Continue in the same way with all the numbers.
7 Hold up your book. Point to the hands in Exercise 1. Say *These hands have different colors. Why?*
8 Encourage discussion of differences and conclude that we are all different and special.

Audioscript

Narrator: *two five one four three*

LESSON 3 page 7

1 [CD 1.9] Listen and count

1 Point to page 7.
2 Point to the number 1 and say *one*. Encourage the students to repeat. Continue in the same way with the other numbers.
3 Model the number formation for the number 1. With your back to the class, write a large number 1 in the air with a finger while saying *one*. Make the starting point and direction of writing clear.
4 Students copy the number in the air several times, saying the number as they do this.
5 Then model the correct number formation on the board. Ask students to trace over the number in their book with their fingers.
6 Repeat steps 2 to 5 for the rest of the numbers 2-5.
7 Play the CD. Pause after each number. Ask students to point at the correct picture.
8 Play the CD again. Pause after each number and ask the students to repeat.
9 Point to picture 1. Say *One bee*. Ask students to repeat.
10 Point to picture 2. Say *Two bees*.
11 Point to picture 3. Say *Three bees*.
12 Say *One bee. Two bees. Three bees. Why do we say 'bees'?*
13 Try to elicit that the *s* is needed when there is more than one item.
14 Ask the class *What did we learn today?* Write the numbers *1-5* on the board and count together as a class.

Audioscript

One. One bee!
One, two. Two bees!
One, two, three. Three bees!
One, two, three, four. Four bees!
One, two, three, four, five. Five bees! Buzzzzzzz!



2 Say

1 Point to one of the pictures on the page and say *What's this?*
2 Encourage students to count the bees and give the full answer. For example, if you point at picture 3, the students should say *One, two, three. Three bees.*
3 Repeat the procedure with all of the pictures. Make sure the students can count correctly.

3 [CD 1.10] Sing a song

1 Play the song. For each verse, students count along using their fingers. Encourage them to clap between verses.
2 Play the song again. Students gradually begin to sing along with the song as much as they are able to. Count along on your fingers as you sing.
3 When students are able, play the version of the song without words. Students sing as much as they can, counting on their fingers at the same time.

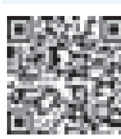
Audioscript

Let's count. Let's count.
Let's count to two.
One, two.

Let's count. Let's count.
Let's count to three.
One, two, three.

Let's count. Let's count.
Let's count to four.
One, two, three, four.

Let's count. Let's count.
Let's count to five.
One, two, three, four, five.



Digital link - A video of this song can be accessed by scanning this QR code.



Fast finishers

- Students draw sets of one, two, three, four or five items (toys or classroom items). Display their pictures on the wall and use them to practice numbers and vocabulary.

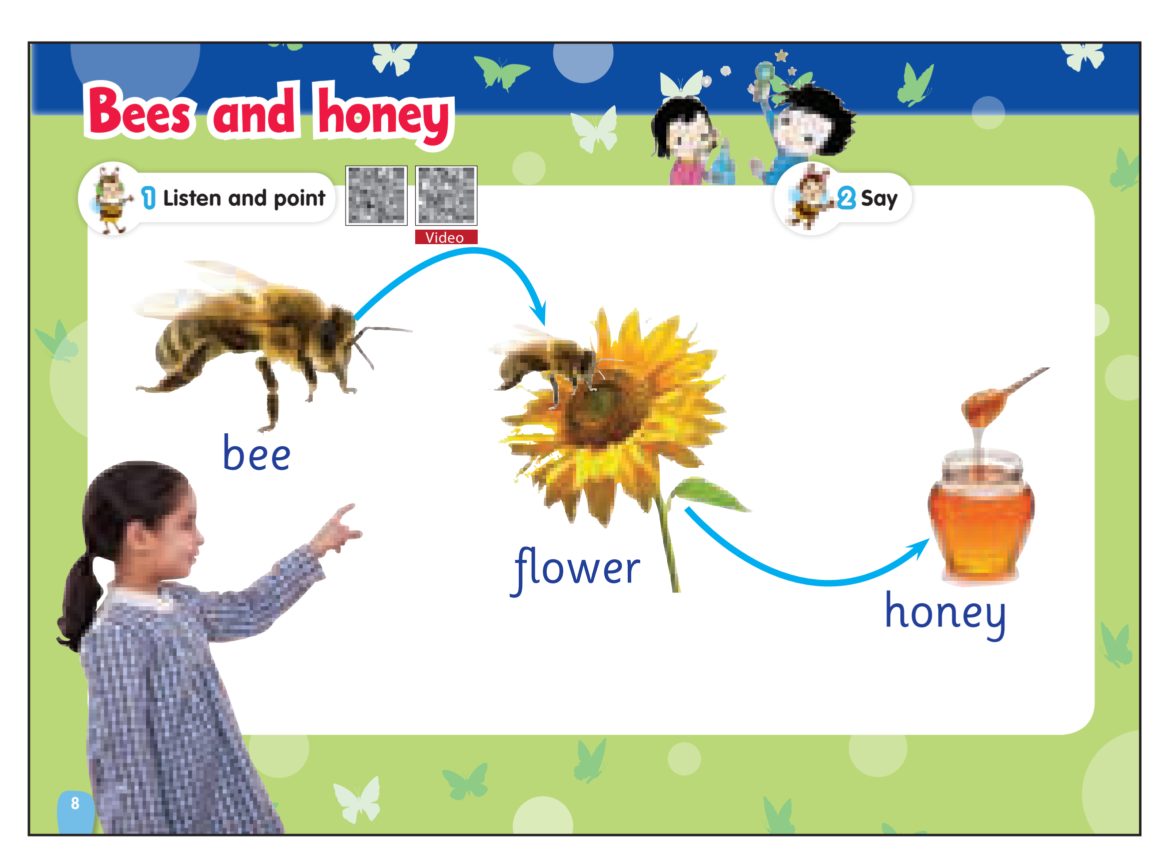
Practice game

- Play *Show me* (Games Bank, page 87).

1 Say a number from one to five and the students hold up the correct number of fingers.
2 Play first as a class and then in pairs.
3 Go around the class and help as necessary. Check the pronunciation of the numbers.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can count to five. Next we will learn about bees.*



- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

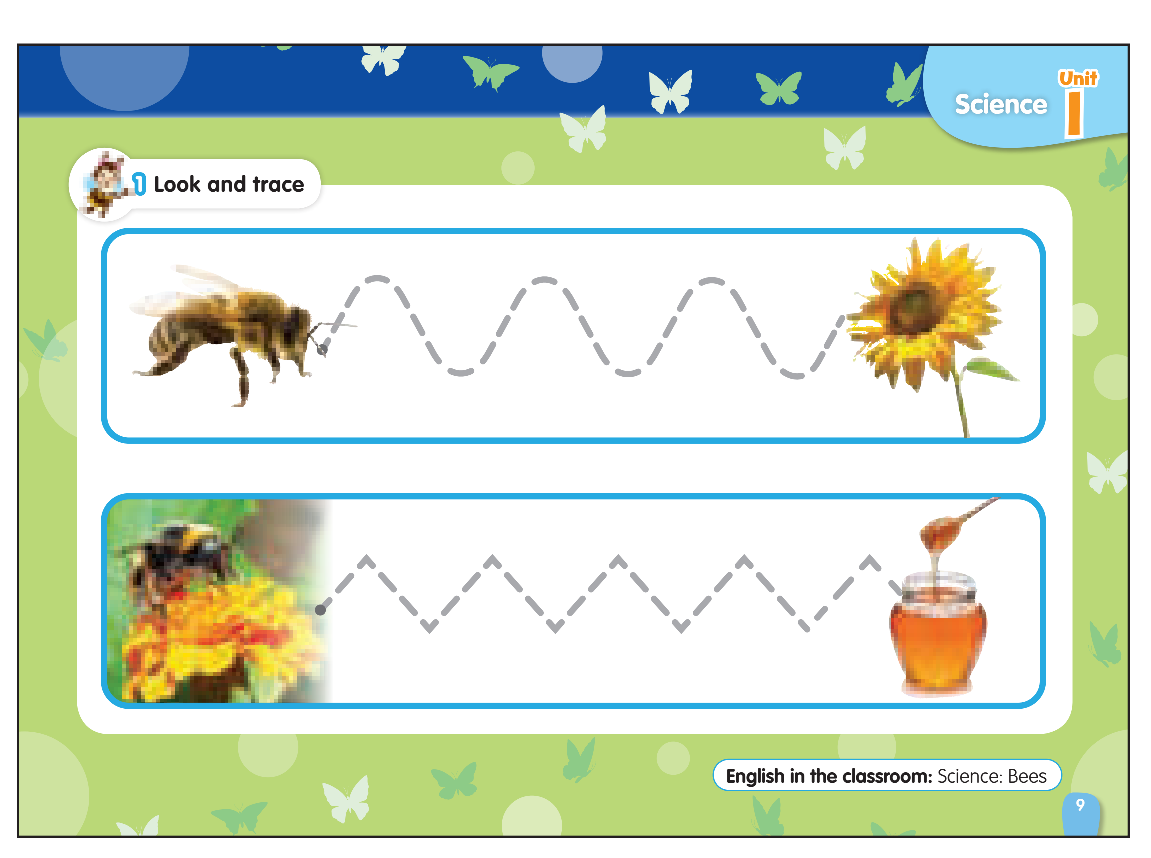
LESSON 4 page 8

Objectives: To learn about bees and honey
To trace simple shapes from left to right

Life skills: Observation

Vocabulary: *bee, flower, honey*

Materials: Student's Book, pages 8 and 9
Paper for the *Fast finishers* activity
Online science video
Optional: pictures of bees in a hive, making honeycomb
Optional: pictures of simple lines and shapes on paper for the *practice game*



Opener

- Wave and say *Hello* to the class. Encourage the class to wave and say *Hello* to you.
- Then wave and say *Hello* to individual students and encourage them to do the same in reply to you.
- Revise the numbers 1-5 with the class. Hold up one finger and say *one*. Ask the students to repeat. Continue with the other numbers.
- Repeat the exercise and ask students to whisper the numbers quietly. Then repeat the same procedure and ask students to shout the numbers.
- Say a number from 1-5 and ask students to hold up the correct number of items. They can use pencils, other classrooms items or their fingers.

Presentation

1 Open the Student's Book on page 2 and hold it up. Point to Busy Bee. Say *What is it?*
2 Say *Busy is a bee*. Ask the children what they know about bees. What color are they? Do the children like them? Accept simple words as answers. Say *Well done!*
3 Tell the students *We are learning about bees today*.



1 [CD 1.11] Listen and point

1 Help students to find page 8.
2 Hold your book up. Point to the bee and say *bee*. Encourage the students to repeat.
3 Repeat the same procedure for the flower and the honey pictures.
4 Play the CD. Pause the CD after each word and encourage students to point at the correct picture.
5 Play the CD again and pause after each word for the students to repeat. Check their pronunciation.
6 Ask students why the bees go to the flower (to eat). Ask why the next picture is honey (bees make honey). Say *Bees go to flowers*. *They make honey*. *I eat honey*. You can act this out and show pictures or the video to help to explain this. Ask students if they like honey.

Audioscript

Narrator: *bee* *flower* *honey*

2 Say

1 Point to one of the pictures on the page and say *What's this?*
2 Encourage students to say the words.
3 Ask students to tell you how honey is made. Help students say correct sentences. Praise all good answers.

Extra practice

❑ Show students pictures of bees in a hive, making honeycomb. Point to a bee and say *What is it?* Point to honey and say *What is it?* Discuss how bees live together and work to make honey.



Digital link - A video of bees making honey can be accessed by scanning this QR code.

LESSON 4 page 9

1 Look and trace

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Help students to find page 9.
3 Hold up your book. Point to the bee. Ask *What is it?*

4 Repeat the same procedure with the other pictures.
5 Point to the first line. Ask students to start at the bee and to trace the line to the flower, using a finger. Check that they are doing this correctly.
6 Ask students to take out a pencil and to trace the line from the bee to the flower carefully. Encourage them to say *bee* and *flower* as they trace the line.
7 When they finish, ask students to hold up their books to show you the completed line. Say *Well done!*
8 Now point to the second line. Ask the children what is different about this line (it has straight lines, not curves).
9 Ask students to trace the line from the flower to the honey, using a finger. Check that they are doing this correctly. Encourage them to say *flower* and *honey* as they trace the line.
10 Ask students to take out a pencil and trace the line from the bee to the honey carefully with a pencil.
11 When they finish, ask the students to hold up their books to show you the completed line. Say *Well done!*
12 Ask students to identify what they learned in today's lesson. Elicit that bees go to flowers and make honey for us to eat.

Practice game

- Play *Copy it* (Games Bank, page 86).

1 Students work in pairs.
2 Give one student from each pair a picture of a simple line or shape.
3 The student uses a finger to draw the line or shape on the other student's back.
4 The second student draws the line or shape on paper and they check to see if it matches the original.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We know that bees make honey.*
  We traced shapes.
  Next we will learn about making friends.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.



LESSON 5 page 10

Objectives: To use vocabulary for greetings
To reinforce the importance of making friends in and out of the classroom
To reinforce working with others to do something
To listen and sing along with a song to reinforce the new language

Life skills: Communication and participation

Vocabulary: *hello, goodbye, friends*

Language: *Hello, what's your name? Let's make friends*

Materials: Student's Book, pages 10 and 11
Class CD
Online song video
Coloring pencils or crayons
Pictures showing Dina, Adam, Busy Bee, Hello! and Goodbye!
Optional: pictures of groups of friends





Opener

- Count items up to five with the class. Play *Show me* (Games Bank, page 87).

1 Look and say

1. Help the students to find page 10.
2. Look at the thumbnail pictures with the class. Ask them to look at the photos and say what they can see: (boys waving) *Hello!*, (two boys) *friends*, (a girl waving) *Goodbye*.
3. Ask students to point to the larger photos below and say what they can see: two boys playing with a ball; two girls playing with blocks; two boys playing outside. All the pictures show friends. Say *friend*. Ask the students to repeat. Make sure that they understand the meaning. Say the word again three times and ask the students to repeat. Ask the students what friends do (they are kind, they smile, they help each other, etc.). Accept all correct answers. Say *Well done!*
4. Ask students when do we say *Hello* (when we meet friends) and when do we say *Goodbye* (when we part from friends). Make sure students understand the difference between *Hello!* and *Goodbye*. You can use other pictures showing the two greetings, or you can act the greetings out with some students.
5. Say the sentence at the bottom of the page *I make new friends!*
6. Ask the students to repeat the sentence after you.

2 [CD 1.12] Sing and do

1. Play the song. For each verse, students point to the corresponding words and pictures on page 10 as they appear in the song.
2. Play the song again and encourage students to wave when they hear *hello*.
3. Play the song again and sing along with the students.

Audioscript

Hello, hello	*Hello, hello*	*Hello, hello*
I'm Samy.	*I'm Haidy.*	*I'm Hady.*
Let's make friends.	*Let's make friends.*	*Let's make friends.*
Play with me.	*Play with me.*	*Play with me.*
Hello, hello.	*Hello, hello*	*Hello, hello*
I'm Ramy.	*I'm Injy.*	*I'm Ramy.*
Let's make friends.	*Let's make friends.*	*Let's make friends.*
Play ball with me!	*Build with me!*	*Ride with me!*



Digital link - A video of this song can be accessed by scanning this QR code.

LESSON 5 page 11

1 Color and say

1. Help students to find page 11. Make sure every student has some coloring pencils or crayons.
2. Point to the first picture on the left (the girls). Ask students what they are saying (Hello!). Point to the picture and say *hello*.
3. Say *Color the girls*. The students color the picture.
4. Ask them to hold up their books to show you their work. They can wave and say *hello*.
5. Repeat steps 2-4 for the picture of the boys and *Goodbye!*

2 [CD 1.13] Look, listen, and repeat

1. Revise the word *friend*. If you have pictures of friends, you can put these on the board.
2. Hold up your book and point to the photograph. Explain that the children in the picture are friends.



3 Say *Listen and repeat*. Play the CD. Students listen, repeat and point to the picture.
4 In pairs, students turn to their partner, smile and say *Let's make friends!*
5 Ask the class *What did we learn today?* Wave and say *Hello*. Wave again, pretend to walk away and say *Goodbye*. Tell the class that greetings are important because we use them to show respect for others.

Audioscript

Children: *Let's make friends!*

Practice game

- Play *Point to the picture* (Games Bank, page 87).

1 Display pictures of *Dina, Adam, Busy Bee, Hello!* and *Goodbye*.
2 Say one of the words, e.g. *hello* and ask students if they know which picture it is. The students put up their hands.
3 Choose a student to come to the board and point to the correct picture. Encourage the rest of the class to say *yes* or *no*.
4 The student at the front of the class can say the next word.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We learned about making friends.*
  We said Hello! *and* Goodbye.
  We sang a song.
  Next we will read a story about Adam and Dina.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.
- Wave and say *Goodbye* to the students either as you leave the classroom or as they leave the classroom. Encourage them to wave and say *Goodbye* back to you.

LESSON 6 page 12

Objectives: To identify vocabulary in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To reinforce the values of being polite and kind
To practice saying *Hello!* and asking about a person's name
To listen to and practice a dialog in pairs



Life skills: Problem solving
Values: Love
Vocabulary: *flower, yellow, Thank you*
Language: *Hello! What's your name? I'm (Busy Bee). It's a flower. It's yellow.*
Materials: Student's Book, pages 12-17
Class CD
Online story animation
Coloring pencils or crayons, including a yellow coloring pencil or crayon for each child
Unit 1 cut-outs for each child (page 91)

Opener

- Play the song from Student's Book Unit 1 Lesson 5 again with the class and encourage students to sing along with the song as much as they can.
- Revise the character names *Dina, Adam* and *Busy Bee*.
- Teach students the word for *yellow* by holding up a yellow crayon. Say *Look, yellow. Can you say* yellow?





LESSON 6 page 13

1 Play the CD from frames 1-5. Encourage students to listen and point to each frame.
2 After the end of frame 5, stop the CD.
3 Point to frame 4. Ask students *What is the problem?* Elicit that the wind has blown the flower away. Ask *Who can help?* Elicit that Busy Bee has seen the flower blow away and goes to get it. Say *Busy Bee is a good friend.*

Audioscript

Narrator: 3
Busy Bee: *What's that?*
Dina: *It's a flower. It's yellow.*

Narrator: *4*
Dina: *Oh no! My flower!*

1  [CD 1.14] Look, listen, and point

1 Help students to find page 12.
2 Look at the story frames with the class. Ask *Who is this?* for each main character. Students respond with the character names.

Audioscript

Narrator: *1*
Adam: *Hello! What's your name?*
Busy Bee: *Hello! I'm Busy Bee. What's your name?*
Adam: *I'm Adam.*
Busy Bee: *Hello Adam!*

Narrator: *2*
Busy Bee: *What's your name?*
Dina: *I'm Dina.*
Busy Bee: *Hello, Dina!*



LESSON 6 page 14

1 Point to the picture of Busy Bee bringing the flower to Dina and Adam. Ask students to think about what will happen next: *What do Dina and Adam do next?*
2 Continue playing the story (to the end of frame 6). Were your students' predictions correct? (Dina gives the flower to their teacher. This is a polite and kind way to behave and this makes the teacher happy).

Audioscript

Narrator: *5*
Busy Bee: *Dina! Here's your flower!*
Dina: *Thank you, Busy Bee!*







Love your teacher!

- Look at the photograph with the class. Ask *What can you see?* (The boy is with his teacher, and he is being polite and kind.)
- Are students polite and kind to their teacher and to each other? Ask *Is the boy good or bad? Yes, he's good.*
- If you have space, allow students to act out being polite and kind in pairs. They could smile at each other or shake hands.
- Now point to the sentence "respect your teacher!" and say it out loud. Ask students to repeat. Ask them to say the sentence to their shoulder partners while pointing to it.

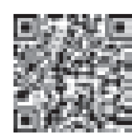


LESSON 6 page 15

1 Play the story again. Students listen, point to each frame and join in with any words that they can.
2 You could also play the CD and pause before the children's names and before the words *flower* and *yellow*, encouraging the class to complete the sentences.

Audioscript

Narrator: *6*
Dina: *This is for you!*
Teacher: *Thank you, Dina! It's a flower!*



Digital link - An animated version of this story can be accessed by scanning this QR code.



LESSON 6 page 16

1 [CD 1.14] Listen, cut, and stick

1 Help students to find the Unit 1 cut-outs at the back of their books.
2 Help students to find page 16. Say *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.
3 Say *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order.

Audioscript

Narrator: *1*
Adam: *Hello! What's your name?*
Busy Bee: *Hello! I'm Busy Bee. What's your name?*
Adam: *I'm Adam.*
Busy Bee: *Hello Adam!*

Narrator: *2*
Busy Bee: *What's your name?*
Dina: *I'm Dina.*
Busy Bee: *Hello, Dina!*

Narrator: 3
Busy Bee: *What's that?*
Dina: *It's a flower. It's yellow.*

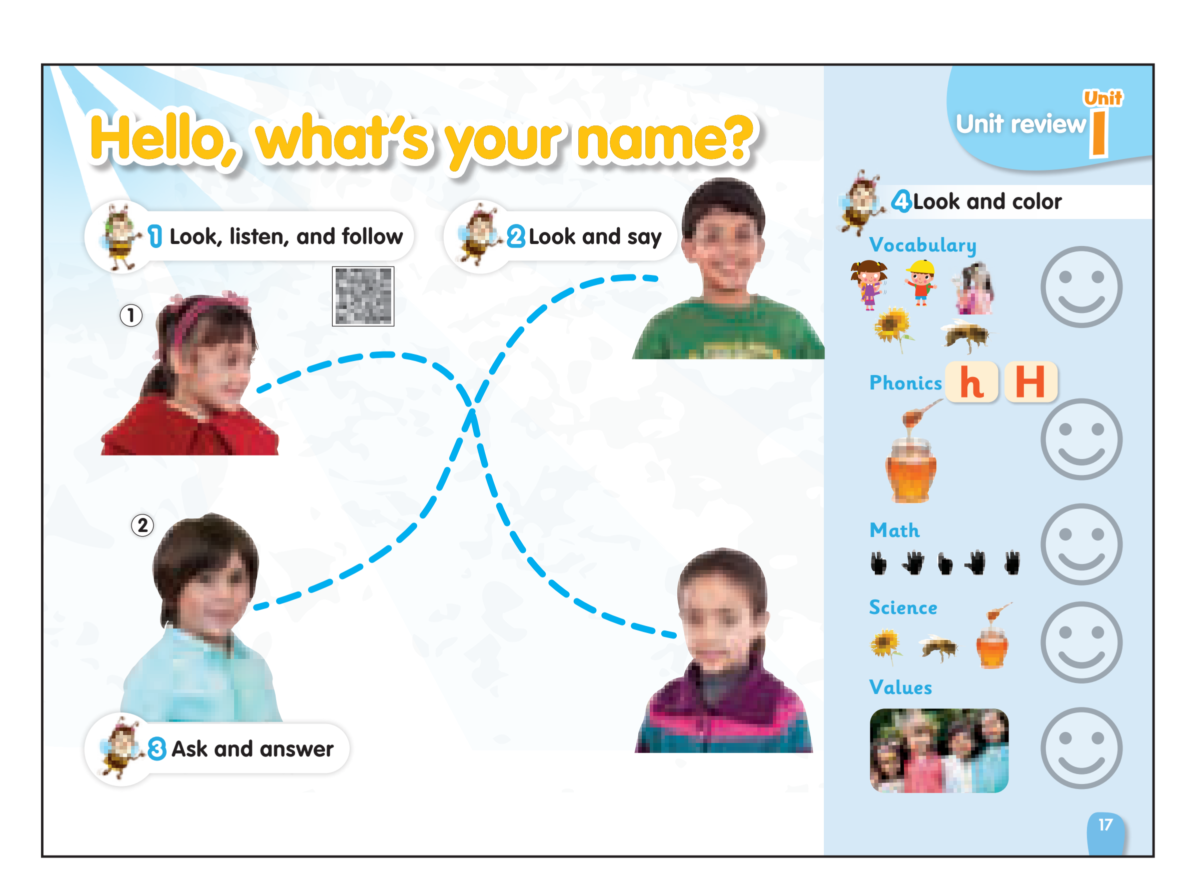
Narrator: *4*
Dina: *Oh no! My flower!*

Narrator: *5*
Busy Bee: *Dina! Here's your flower!*
Dina: *Thank you, Busy Bee!*

Narrator: *6*
Dina: *This is for you!*
Teacher: *Thank you, Dina! It's a flower!*









LESSON 6 page 17

1  [CD 1.15] Look, listen, and follow

1. Point to page 17.
2. Look at the photos with the class. Ask *What can you see?* Elicit the word *friends*. Encourage your students to wave to the children in the pictures and say *Hello!*
3. Say *Now listen and follow*. Play the first line of the recording while students point to the girl on the left of the page with their fingers. Explain that as they listen, they should use their finger to trace the line from the girl on the left to the girl on the right. Model tracing the line with your own finger. Play the recording of the first dialog.
4. Play the first dialog a second time as students listen, trace over and complete the line with a pencil this time.
5. Play the second part of the recording as students listen, trace over and complete the line from the boy on the left to the boy on the right.

Audioscript

Narrator: *1*
Mariam: *Hello!*
Nada: *Hello!*
Mariam: *What's your name?*
Nada: *I'm Nada. What's your name?*
Mariam: *I'm Mariam.*

Narrator: *2*
Zein: *Hello!*
Youssef: *Hello!*
Zein: *What's your name?*
Youssef: *I'm Youssef. What's your name?*
Zein: *I'm Zein.*

2 Look and say

1. Invite a confident student to the front of the class. Say to this student *Hello. What's your name?* Help the student to say *I'm (Jomana)*. Say *Well done!* Students look at the pictures they matched with their pencil lines and repeat the dialog between the two girls.
2. Students complete the same exercise, this time using the dialog between the two boys.

3 Ask and answer

1. Invite a pair of students to come and demonstrate the same dialog. Praise all good work to motivate other students to join in.
2. Ask *Can you say that?* Students work with a partner to create a dialog like the one on the recording. One student says *Hello, what's your name?* and the other student replies with *I'm (name)*.
3. For further practice, students can swap partners and complete the dialog with their new partner.
4. Ask one or two confident pairs to demonstrate their dialogs to the class.

4 Look and color

1. Hold up your book. Point to the *Vocabulary* pictures. Ask *What is it?* to elicit the words. Ask the students to color the smiley face if they know the words.
2. Draw the letter *h* on the board. Point to the photo of honey. Ask *What is it?* to elicit *honey*. Can the students think of any more words that start with h?
3. With your back to the class, write a large letter *h* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so.
4. Ask your students to color the smiley face next to the *Phonics* if they know this letter



and sound.

5 Point to the *Math* photos. Ask students to count to five. Students color the smiley face next to Math if they know numbers from one to five.
6 Point to the *Science* section. Ask students *where does honey come from?* Students color the smiley face next to science if they know that bees go to flowers to make honey.
7 Hold up your book again and point to the *Life skills* photo. Discuss with the class why it is important to make friends. How do we behave to our friends. Ask your students to color the smiley face next to the *Life skills* if they understand about being a good friend.

Extra practice

❏ Play the story on Student's Book pages 12-15 again, encouraging students to follow the pictures in their Student's Books.
❏ Students draw and color in a simple picture of a yellow flower. They give it to the teacher or another student and say *It's a flower. It's yellow.*

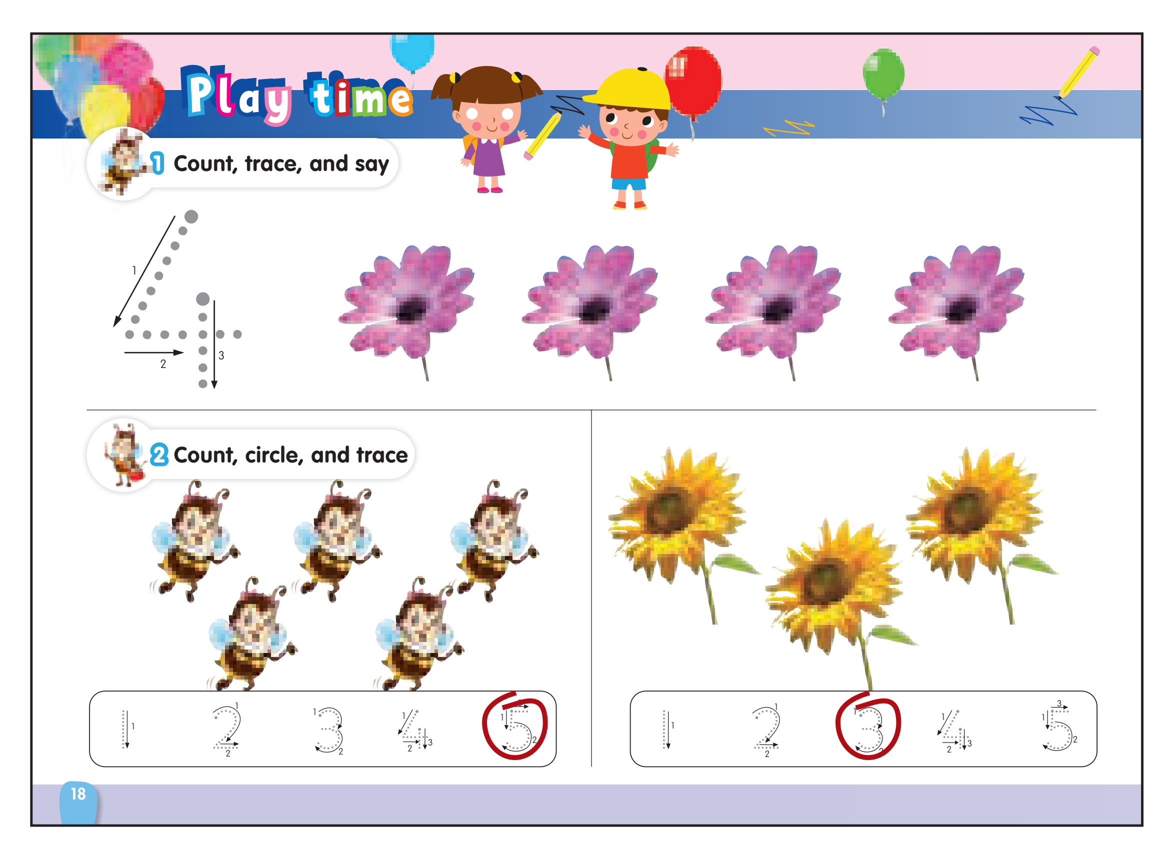
Practice game

- Play *Mingle* (Games Bank, page 87). For a large class, play the game with half the class first, and then the other half.

1 Ask students to stand up and walk around the room.
2 When you clap, they stop and find a partner. Then students complete a mini-dialog with their partner: *Hello, what's your name? I'm (name).*
3 When you clap again, students walk around the room again until you signal that they should stop and complete the dialog again with a new partner.
4 To prepare for this game, practice having the children walk around the room and have them stand still and be quiet each time you clap your hands.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story.*
  We said hello *to our friends.*
  We talked about being polite and kind.
  Next we will learn about our bodies.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.



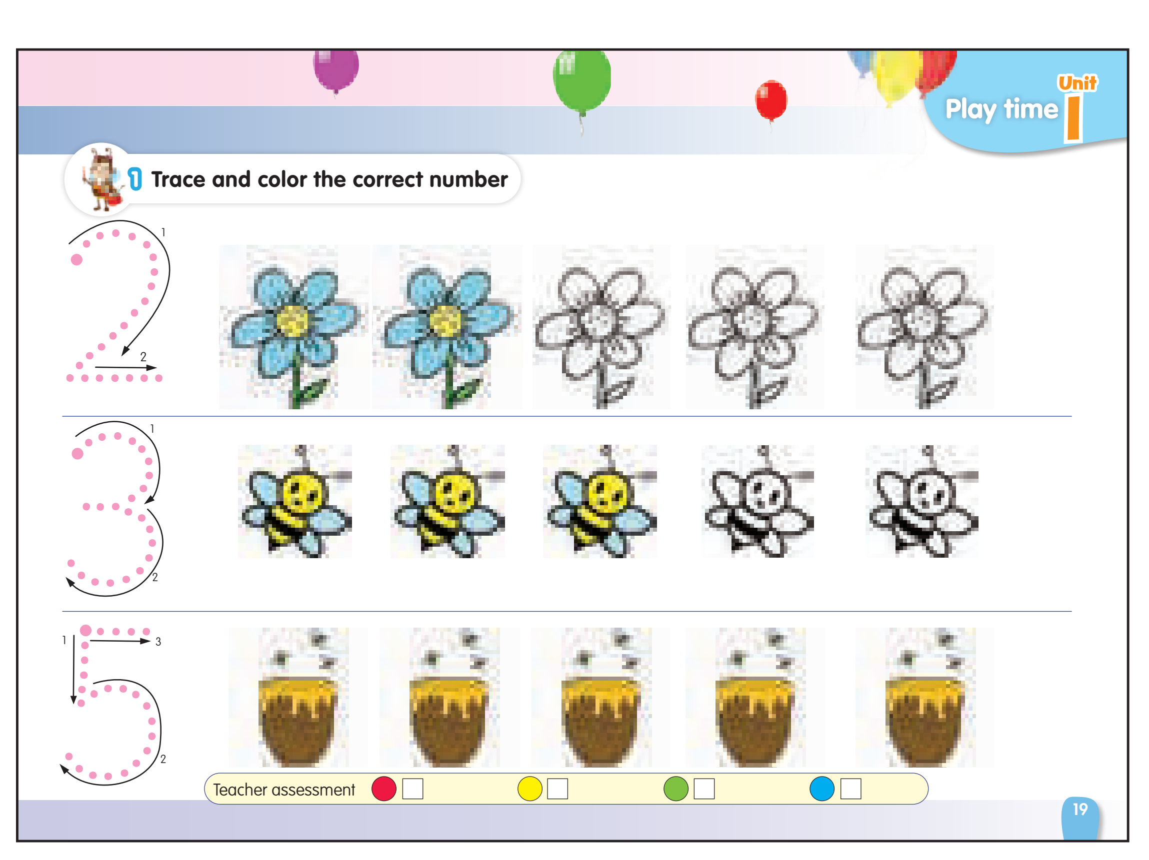
PLAY TIME page 18



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count, trace, and say

1 Remind students of the numbers 1-5. You can ask them to count on their fingers and to look at pages 6 and 7 for help if they cannot remember.
2 Tell students to count the objects in the first section of the page.
3 When they are happy that they know how many objects there are, tell them to trace and say the correct number.
4 Go around the class as the students work. Check that they are tracing the number correctly and help them to count the objects.



2 Count, trace, and circle

1 Point at the bees pictures. Ask students *How many bees are there?* Students count and say *five*.
2 Say Can *you circle the number five?* Students hold up their books to show you their answers. Say *Well done!*
3 Ask students to trace the number.
4 Repeat the procedure with the flowers.

PLAY TIME page 19



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Trace and color the correct number

1 Remind students of the numbers 1-5. You can ask them to count on their fingers and to look at pages 6 and 7 for help if they cannot remember.
2 Tell students to look at the top section. Point to the number 2 and ask *What is it?*
3 When students give the correct answer, tell them to trace the number and to color the correct number of flowers.
4 Ask them to continue in the same way for the bottom sections (bees and honey).
5 Go around the class, ask questions and help as necessary.

Teacher assessment

- Collect students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. Remember to list the learning objectives of the unit and to tick the blue face if the student achieves all the learning objectives. See the introduction page xvii for more information about the color coding.

Unit 2

LESSON 1 page 20

Objectives: To identify vocabulary for parts of the body in a picture
To listen and sing along with a song to reinforce the new language

Vocabulary: *ear, eye, hair, hand, mouth, nose*

Language: *Touch your (mouth), one eye, two eyes*

Materials: Student's Book, pages 20 and 21
Class CD
Online song video (optional)
Crayons or pencils for each student

Opener

- Wave and say *Hello!* Encourage the children to wave and say *Hello!* back to you.
- Review the character names: Adam, Dina and Busy Bee.

Presentation

1 Present and practice the new words *eye, nose, hair, ear, mouth* and *hand* using your own body. Point to your eye and say *eye*. Students repeat several times together as a class and in groups. Use calling sticks to select individual students to repeat, too.
2 Repeat the procedure for *nose, hair, ear, mouth* and *hand*.
3 Then point to each of your body parts in turn and encourage students to say the words. Vary the order in which you point to the body parts.
4 You can also practice the new words using the *Picture Dictionary* on page 86 (My body). Help students to find page 86. Point to body parts (ear, eye, nose, hair, hand, mouth) and encourage your students to repeat the words together as a class, in groups and then individually.
5 Ask students to look and find the same items within the *Picture Dictionary* page and say the words again as they find each item *(ear, eye, nose, hair, hand, mouth)*.

1 [CD 1.17] Look, listen, and point

1 Help students to find page 20. Ask *Who can you see in the picture?* (Adam and Dina, two friends and Busy Bee). Point to each character.
2 Then ask students *What can you see in the picture?* Accept all correct answers.
3 Play the CD. Students look at the small pictures featuring parts of the body, in a row.



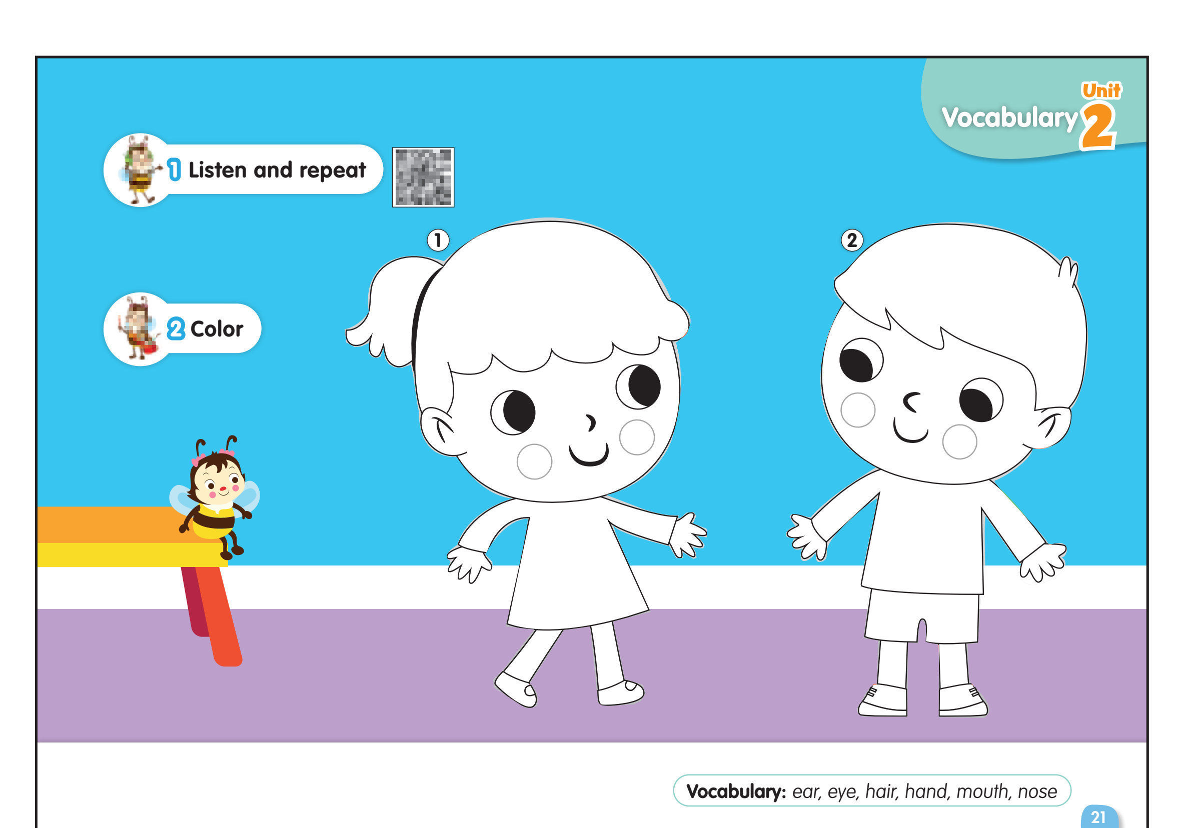
4 Ask students to listen to the words and point to each word and picture.
5 Ask students to repeat the words as they hear them and then touch the correct part of their own body. Stop the audio after each word for students to repeat.
6 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

Audioscript

Narrator: *ear* *eye* *hair* *hand* *mouth* *nose*

2 [CD 1.18 and 1.19] Sing

1 Say *Touch your ears*. Check that all the students are touching their ears. Say *Count your ears*. Elicit that they have two ears. Repeat for *nose, hands, eyes* and *mouth*.
2 Focus their attention on the toy with missing body parts that the children put on the table. Point to each body part in turn and ask *What's this? It's a (mouth)*.
3 Play the song. For each verse, students touch their nose, mouth and hair. Students count their eyes in verse one, ears in verse two and hands in verse three. Encourage the children to clap between verses and enjoy the song.



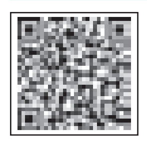
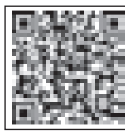
4 Play the song again. Students gradually begin to sing along with the song as much as they are able to. Mime the actions as each verse is sung.
5 When students are able, play the version of the song without words. Students sing as much as they can, doing the actions at the same time.

Audioscript

Everybody touch your nose,
Touch your mouth, touch your hair
One eye, two eyes.

Everybody touch your nose,
Touch your mouth, touch your hair
One ear, two ears.

Everybody touch your nose,
Touch your mouth, touch your hair
One hand, two hands.

Digital link - A video of this song with animation and a karaoke version can both be accessed by scanning these QR codes.



LESSON 1 page 21

1 [CD 1.20] Listen and repeat

1 Say *Teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue in the same manner with *eye, hair, ear, mouth* and *hand*.
2 Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.
3 Continue giving instructions in the same way, sometimes saying *Teacher says* and sometimes without saying it.
4 Help students to find page 21. Use the picture to elicit the words *eye, nose, hair, ear, mouth* and *hand*.
5 Then say *Now listen and repeat*. Play the CD, pausing for students to repeat the words as they point to the pictures.

Audioscript

Narrator: *hair* *eyes* *hand* *nose* *ear* *mouth*

2 Color

1 Explain to the students that they are going to color the picture of Dina, Busy Bee and Adam.
2 Students work carefully to color the pictures as neatly as they can.
3 Go around the room to provide help and feedback. Praise their creativity.
4 Ask students to show you their work when they finish.
5 Then ask students to point to their finished pictures and say the words *hair, eye, hand, nose, mouth* and *ear*.

Fast finishers

- Students can work in pairs to show their pictures to their partner. They can point to and say the body parts in the pictures. Say *Point and tell your partner about your picture. (This is) hair*.

Practice game

- Revise the new vocabulary with the class. Put students into two groups. Point to different parts of your body (eye, ear, mouth, hand, etc) and elicit the names from the class. Give a point to the group that can name the body part first.



Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say some parts of the body.*
  We can listen and touch.
  We sang a song.
  Next we will read a story about Adam and Dina.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

LESSON 2 page 22

Objectives: To identify vocabulary for body parts in a picture story
To use vocabulary for body parts to describe yourself
To listen to and follow a picture story
To think about what happens next in a story (prediction)
To demonstrate the importance of washing hands

Life skills: Problem solving

Issues: Preventative health

Vocabulary: *eye, nose, hair, ear, mouth, hand*

Language: *Touch your (nose)!*

Materials: Student's Book, pages 22-27
Class CD
Pencils (one per student)
Coloring pencils or crayons
Paper for the *Fast finishers* activity

Opener

- Review the vocabulary for the parts of the body using the students' own bodies (ears, eyes, mouth, nose, hand, hair). Ask *What's this?* Then respond with *nose, eyes,* etc.

1 [CD 1.21] Look, listen, and point

1 Help students to find page 22. Look at the story frames with the class. Ask them who they can see in the pictures by pointing to each character and saying *Who's this?* (Dina, Adam, Busy Bee). Point to the flowers and elicit the word: *What are these? Yes, they're flowers.*



2 Point to frame 1. Say *What can you see?* Accept any correct answers and play the audio. Repeat the same procedure for frames 2-5.

Audioscript

Narrator:	*1*
Busy Bee:	*Come on, let's play a game!*
Adam and Dina:	*OK!*
Busy Bee:	*Touch your nose! Yes, well done, Dina! One point for Dina.*
Narrator:	*2*
Busy Bee:	*Touch your eyes! Well done, Adam! One point for Adam.*





LESSON 2 page 23

1 Play the CD from frames 1-5 again. Students listen and point to each frame.

Audioscript

Narrator: *3*
Busy Bee: *Touch your mouth! Well done, Dina!*
Adam: *Well done, Dina!*
Busy Bee: *One point for Dina*

Narrator: *4*
Busy Bee: *Touch your hair! Well done, Adam!*
Dina: *Well done, Adam!*
Busy Bee: *One point for Adam.*



LESSON 2

page 24

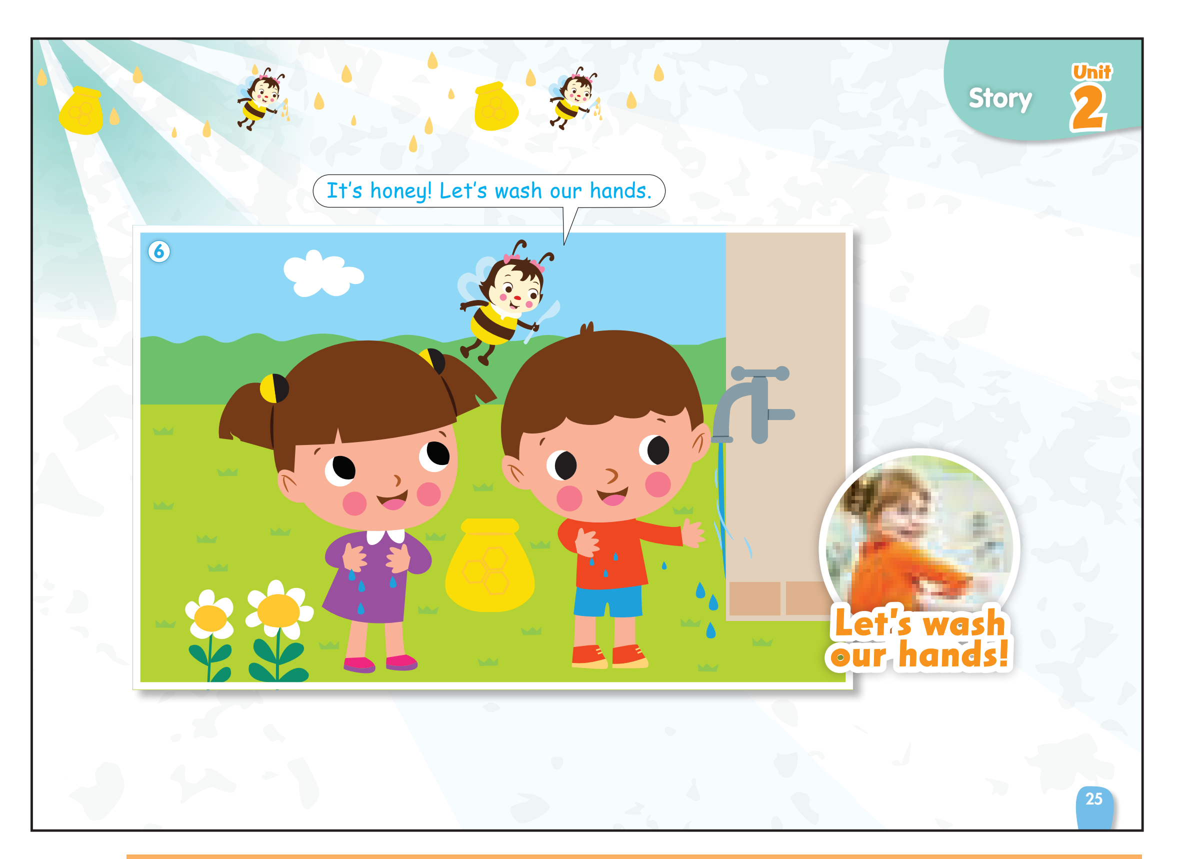
1 Point to frame 5 and point out Dina and Adam's sticky hands. Say *Oh no! Look at Dina and Adam's hands!*
2 After the end of frame 5, stop the CD. Look at the picture of Adam and Dina with their sticky hands. Ask the students to think about what will happen next: *What do you think Adam and Dina will do? What do you think Busy Bee will do?* What do students think?

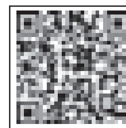
Audioscript

Narrator: *5*
Busy Bee: *Clap your hands! Well done, Dina and Adam! Oh no, your hands are dirty!*









Digital link - A video of this song with animation can be accessed by scanning this QR code.

Let's wash our hands!

- Look at the photograph with the class. Ask *What can you see?* (The girl is putting her hands in the water and rubbing them together to wash them.) Do students wash their hands thoroughly like this? Ask *Do you think it is important to wash your hands? Why?* Get students to understand the importance of washing your hands. Ask *How do you wash your hands? Show me*. Mime washing your hands and encourage the class to copy you.
- If you have access to a tap, soap and paper towels, you could also demonstrate how to wash your hands thoroughly and you could let each child come and wash their hands, saying *Let's wash our hands*.
- If you do not have access to soap and a towel, the students can come to the front of the class and mime washing their hands.
- Point to the sentence to the right of the page, "Let's wash our hands!" and say it out loud.
- Ask students to point to the sentence and repeat after you.
- Ask confident students to say it to the class while miming washing their hands.



LESSON 2 page 25

1 Continue playing the story. Were the students' predictions correct? (Busy Bee shows Adam and Dina where the tap is, and they wash their hands). Say *Adam and Dina wash their hands* and mime washing your hands.
2 Play the story again. Students listen, point to each frame and join in with any words that they can.

Audioscript

Narrator: *6*
Busy Bee: *It's honey! Come on, let's wash our hands!*



LESSON 2 page 26

1 [CD 1.22] Listen, circle and do

1 Help students to find page 26. Look at the pictures in Exercise 1 with the class. Ask them to tell you who and what they can see in the picture: *Who/What can you see?* (Dina, Adam, Busy Bee, flower, eye, nose, hair, ear, mouth, hand, face).
2 Play the first section of the CD. Students listen and point to the body part on their own bodies: *Point to your nose*. (Students point to their noses.)
3 Ask students to look at pictures 1 and 2 and then to choose the picture that matches the words on the CD. Point to the picture of Dina touching her mouth and say *Touch your nose? No! Touch your mouth*. Next, point to Dina touching her nose and say *Touch your nose? Yes!*
4 Complete the same routine for the pictures of Adam.

Audioscript

Narrator: *1*
Busy Bee: *Touch your nose.*

Narrator: *2*
Busy Bee: *Touch your hair.*





LESSON 2 page 27

1 Look and draw ☺ or ☹

1. Help students find page 27.
2. Point to the first picture and ask *What is the girl doing?* Elicit *giving a gift to her teacher*.
3. Ask *Is this* good or bad? students reply good.
4. Ask students to draw a happy face next to the first picture.
5. Repeat the procedure for the rest of the pictures.

2 Play a game

1. Look at the picture. Ask students what the children are doing (they are playing a game). Explain that students are going to play the same game.
2. Put students into small groups.
3. In each group, one student tells the other students what to do, e.g. *Touch your ear.* The others listen and do the action.
4. After a minute ask a different child in each group to give the instructions. Keep changing until everyone has had a go.
5. Circulate and make sure the groups are following the instructions and that all group members are participating.



Fast finishers

- Students draw a simple picture of their face, including ears, eyes, hair, mouth, hands and nose.
- Then, have students work in pairs to play a game with the pictures. One student says *Touch your (nose)!* and the other sudent touches the nose on their picture. Then ask them to swap roles.
- Display the pictures on the wall so that you can use them to review vocabulary.
- This activity can also be done at home. If students draw their pictures at home, ask them to bring them to the next lesson to show you.

Practice game

- Play *Teacher says* (2) (Games Bank, page 88).

1. This time adapt the game. Say *Touch your nose!* but touch your ear instead. Students say *No!* and show you the correct body part by touching their own nose, and saying *Touch your nose*.
2. When the class are confident, divide them into groups and have a competition. The team that discovers the mistake and corrects it first is the winner.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story.*
  We can listen and touch the correct part of our bodies.
  We can play a game.
  Next we will learn about washing our bodies.



LESSON 3 page 28

Objectives: To disuss and show knowledge about preventative health issues (being clean)

Vocabulary: *eye, nose, hair, ear, mouth, hand*

Issues: Preventative health: being clean

Materials: Student's Book, pages 28 and 29
Class CD
Pencils (one per student)
Coloring pencils or crayons
A big piece of paper (one per pair) for the *Fast finishers* activity

Opener

- Stand at the front of the class and touch your hair. Ask students what you're doing. Students say *Touch your hair!* Repeat the same procedure for the other body parts.

1 Look and say

1 Help students to find page 28. Hold up your book, point to the two large photos and say *Look! The girl is washing her hands and the boy is washing his face*. Do students wash their hands and face at home? Ask *Is it important to wash your hands and face? Why?*
2 Point to the two small photos with words, above the large two photos (hands and face). Holding up your book, point to each picture in turn and say the words: *hands, face*. Encourage your students to copy you.
3 Say *Now find*. Ask students to look and find *hands* and *face* in the two big photos and say the words as they point to each correct body part.
4 Mime the actions of the two children in the photos and say *Let's wash!* Students repeat after you as they mime the actions.
5 Ask the students to look carefully at the photos. Ask them if the children are using a lot of water or a little water. *Can they do anything to save water? Why is saving water important?*

2 [CD 1.23] Sing and do

1 Play the song on the CD. Students listen and point to each picture as each word is mentioned.
2 Students listen to the song and do a mime for each verse. They mime washing their hands and then washing their face.
3 Gradually, students then sing along with the song. They do the actions as they sing.



Audioscript

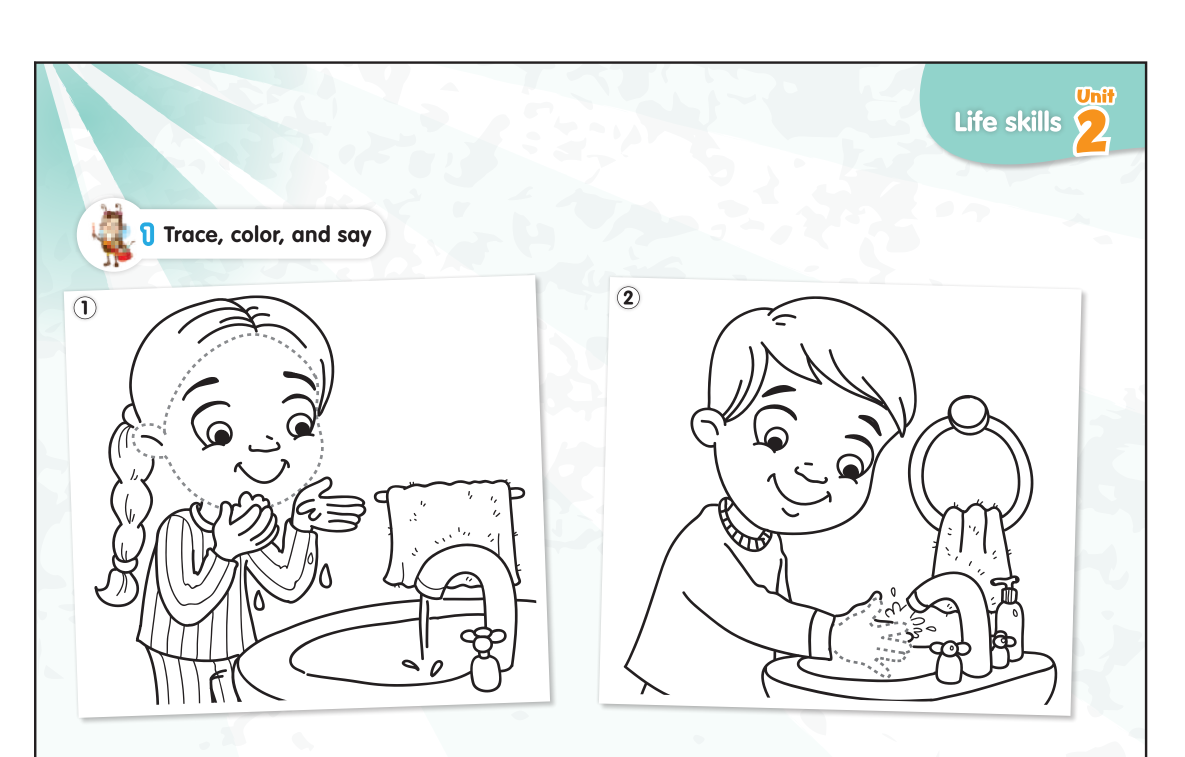
Let's wash!
Let's wash!
1, 2, 3
Wash your hands. Look, like me!
Let's wash!
1, 2, 3

Let's wash!
Let's wash!
1, 2, 3
Wash your face. Look, like me!
Let's wash!
1, 2, 3
Let's wash!

[Repeat]



Digital link - A video of this song with animation can be accessed by scanning this QR code.





LESSON 3 page 29

1 Trace, color, and say

1 Look at the first picture of the girl washing her face and elicit the word *face*. Students point to the picture and say *face*. Remind students of the importance of washing their face. Say *Let's wash!* and mime the action. Encourage students to copy you.
2 Ask students to trace around the dotted lines with their finger (around her face), and then with a pencil. Then they can color the picture as neatly as they can. Students can perform the task in groups. While they are working, move around providing help and praise the students' creativity.
3 Repeat the routine for the picture of the boy washing his hands (dotted line around his hand). Again go around the room and make sure that the students are doing well.
4 When students finish, ask them to point to the two pictures and say *Let's wash! Wash your hands/face*.



Fast finishers

- In pairs, students turn to their partner, smile and say *Let's wash!* One student mimes either washing their hands or washing their face, and the other student copies. Then they swap.

Practice game

- Play *Show me* (Games Bank, page 87) to practice the numbers *one, two* and *three*.
1 Say the number and students show you the correct number of fingers.
2 You could extend the game to say *Show me one hand/two hands*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We learned about washing our hands and our faces.*
  We sang a song.
  Next we will practice speaking and listening.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

Unit 2

LESSON 4 page 30

Objectives: To use vocabulary for parts of your body
To listen and practice giving instructions in pairs

Vocabulary: *eye(s), nose, hair, ear(s), mouth, hand(s), face*

Language: *Touch your (ears).*

Materials: Student's Book, pages 30 and 31
Class CD
Pencils
A simple dotted line picture of hair, nose, ears, face, hands or eyes for students to trace over the lines and color for the *Fast finishers* activity.

Opener

- Remind students of the different body parts they learned about. Review the vocabulary by pointing to different parts of your body and asking students to shout out the body parts you touch *(eye(s), ear(s), mouth, hair, nose, hand)*. Stress the *s* on the plural nouns (*eyes, ears*).
- For extra practice, you can also show the class any *Fast finisher* posters that were made in the previous lesson.
- Play the *Let's wash!* song from Lesson 3, Student's Book, page 28 again. Encourage the children to join in as much as they can and to mime the actions.

1  [CD 1.24] Look, listen, and point

1 Help students to find page 30. Look at the picture spread with the class. Ask *What can you see?* There are two girls and two boys. They've got pictures of a mouth, a nose, two eyes, two ears, hair, a face and two hands. They are talking to each other.
2 Say *Listen and point*. Play the CD. Students listen and point to each of the correct body parts within the main picture as they hear it.
3 Play the CD again. This time, encourage students to touch each body part on their own bodies, as they hear each one.

Audioscript

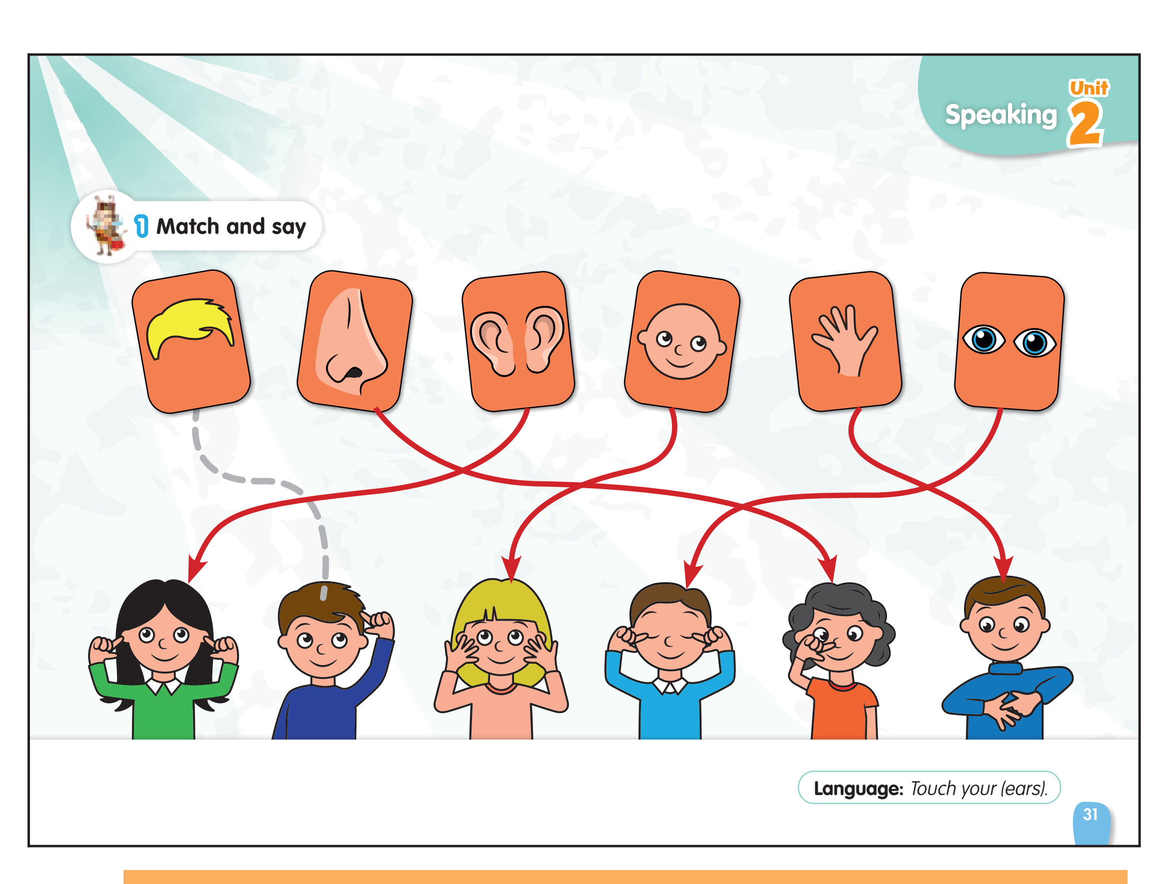
Boy 1: *Touch your nose.*
Girl 1: *Touch your ears.*
Boy 2: *Touch your eyes.*
Girl 2: *Touch your mouth.*
Boy 1: *Touch your face.*
Boy 2: *Touch your hands.*
Girl 2: *Touch your hair.*



2 Look and say

1 Play the CD again. Ask one of the students to stand at the front of the class and model the activity with you. Say *Touch your nose* and the student touches his / her nose. Then ask that student to give another student a similar instruction and have the other student copy it.
2 Put students into pairs. Students continue with the same activity, with one student giving the instruction *(touch your hair)* and the other student doing the action (touching their hair).



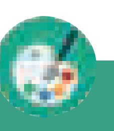


LESSON 4 page 31

1 Match and say

1. Help students to find page 31. Use the body parts pictures at the top of the page to elicit the words *hair, nose, ear(s), face, hand(s)* and *eye(s)*.
2. Point to the people at the bottom of the page and elicit *Touch your* (e.g. *ears)* for each picture.
3. Using the example line from the picture of hair to the picture of the person touching his hair, say *Now match and say*. Students follow the line using their finger, from the picture of the hair to the picture of *Touch your hair*, and say *Hair. Touch your hair*.
4. Ask students to work in groups. Students draw lines from each body part picture to the correct person below, using a pencil. Go around the class to help and check that the students understand.
5. Encourage students to say the part of the body and the sentence *Touch your* … for each line.
6. When students finish, ask them to hold up their books, so that you can see their completed work. If any students have made a mistake, encourage their friends to help them correct it.





- Give a simple dotted line picture of *hair, nose, ears, face, hands* or *eyes* to trace over the lines and color. You can display the pictures in the classroom for vocabulary practice.

Practice game

- Play *Teacher says* (1) (Games Bank, page 88) to review vocabulary for body parts and actions, e.g. *Touch your ears*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can give instructions and understand them.*
  We know the parts of the body.
  Next we will learn about the /m/ sound.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

Unit 2

LESSON 5 page 32

Objectives: To recognize the letter sound /m/
To find words with the /m/ sound
To trace and copy the letter *m* and *M*

Vocabulary: *mouth, Mommy, milk, mug*

Language: Touch your (ears).

Materials: Student's Book, pages 32 and 33
Class CD
Pencils (one per student)

Opener

- Stand at the front of the class and touch your hair. Ask students what you're doing. Students say *Touch your hair!* Repeat for the other body parts.

Presentation

1 Point to your mouth and ask *What's this?* Elicit *mouth*. Then say *mouth*. Students repeat after you.
2 Write the letter sound /m/ on the board. Point to the letter and say */m/*. Students repeat the sound /m/ with you.
3 Then point to your mouth again and elicit *mouth*. Write *mouth* on the board and circle the *m*.
4 Point again to the letter on the board and elicit the sound */m/*. Point to your mouth again and elicit *mouth*. Do this several times so that students are saying */m/ mouth* repeatedly.

1 [CD 1.25] Look, listen, and repeat

1 Help the students to find page 32.
2 Point to the picture of the mouth on the left-hand side of the page and ask *What's this?* (mouth). Students say the word.
3 Then point to the letter *m* on the page and say the sound */m/*. Students repeat after you. Practice this several times.
4 Point to the letter M on the page and say the sound */m/*. Students repeat after you.



5 Explain that there are two ways to write this sound. We usually use m, but we use M at the beginning of names and sentences.
6 Point to m and M again and elicit */m/*.
7 Play the CD to the class. Encourage students to listen and repeat the /m/ sound. Say */m/*.

Audioscript

Everyone listen,	*m*	*m, m, m!*
Listen to me.	*m, m*	*m mouth*
Listen and repeat,		*Mouth!*
Repeat after me.		

2 Look and circle m or M

1 Look at the photos with the class and elicit the items: *What can you see?* (mouth, Mazen, milk, mug, Mommy, Maha). Say the words together with the class.
2 Point to the boy's mouth. Say the word *mouth*. Say */m/ mouth*. Point to the *m* and show students how to draw a circle around it.



3 Point to the boy. Say the word *Mazen*. Say /m/ *Mazen*. Ask students to draw a circle around *M*. Ask them to hold up their books to show you their answers. Explain that the uppercase letter is used at the beginning of names.

4 Repeat for *milk*, *Mommy* and *Maha*. Ask the students to draw a circle around *m* and *M*. Ask them to hold up their books to show you their answers.

Extra practice

❏ Point to each picture and ask the class to say the sound /m/ and the word.

LESSON 5 page 33

1 Trace and copy

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.

2 Model the letter formation for the letter *m*. Say the sound /*m*/. With your back to the class, write a large letter *m* in the air with a finger. Make the starting point and direction of writing clear.

3 Students copy the letter in the air several times, saying the letter sound as they do so.

4 Model the correct way to write the letter on the board.

5 Repeat steps 2-4 for the uppercase letter M.

6 Help students to find page 33.

7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.

8 Ask students to trace over the dotted letter in their book with a finger first.

9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.

10 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.

11 Read the four words to the students. Ask them to trace the letter *m* or *M* for each word. Go around the class to check students' work and help as necessary.

Extra practice

❏ Divide the board in half. On one side, draw a simple shape or write a letter, on the other side write the letter *m*. Ask for a student to come to the board and point to the letter *m*. Say *Point to m*.

❏ Rub both out. Draw a new shape or letter and the letter *m*, and ask another student to point to the letter *m*. This time draw a big circle around the correct answer. Encourage students to draw the circle themselves in the following rounds.

Fast finishers



- Students can make a poster about the letter *m* to be displayed on the wall. They write and decorate a large *m* and *M* on the page and draw a picture to match the initial letter sound *(Mommy, mouth, mug)*. If they know any other simple words that start with *m*, e.g. *milk*, they can draw this.
- If you have space, you could create a display board for phonics posters and add words to it throughout the course.
- If students do not have time to complete this task in class, they can do it at home and bring their posters to show you in the next lesson.

Unit 2

2 Look and say

1 Point to the first picture (Mommy) and say *What is it?* Encourage the students to answer /m/ *Mommy*.
2 Repeat with the other pictures (mouth, mug, milk).
3 Put the students into pairs.
4 Ask them to take turns to point at the pictures. Their partner should say the letter and the word.
5 Monitor as they work.

Practice game

- Play *Circle it* (Games Bank, page 86).

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We learned about our body parts*
  We traced letters.
  Next we will do a fun project! We will make our faces from plates!

LESSON 6 page 34

Objectives: To work on a project to make a paper plate face
To present your face to the class

Life skills: Creativity

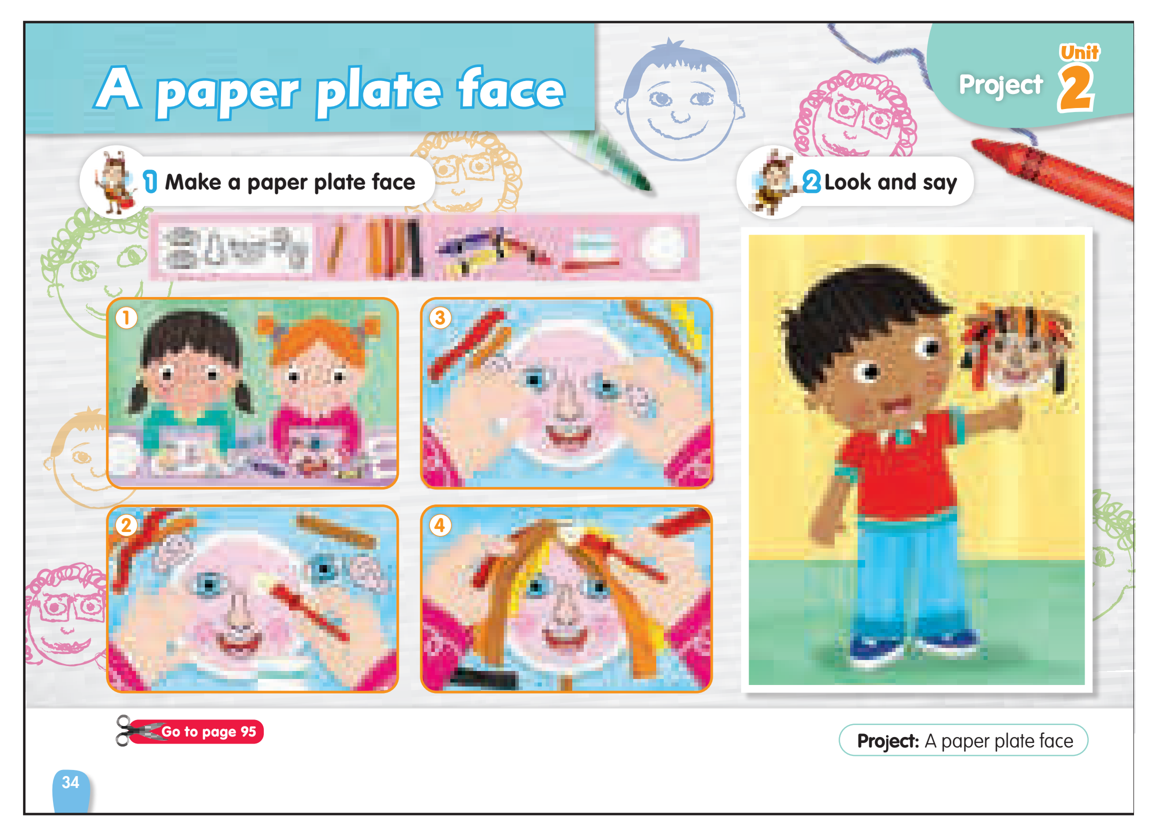
Vocabulary: *eye, nose, hair, ear, mouth, hand, face*

Language: *This is me. Touch your (eyes). It's my (ear).*

Materials: Student's Book, pages 34 and 35
A paper plate, pieces of colored paper, textiles or wool for hair (optional), coloring pencils or crayons, glue and a lollipop stick for each child
Scissors (one per child)
Unit 2 cut-outs for each child (page 95)
A completed face to show the class if possible

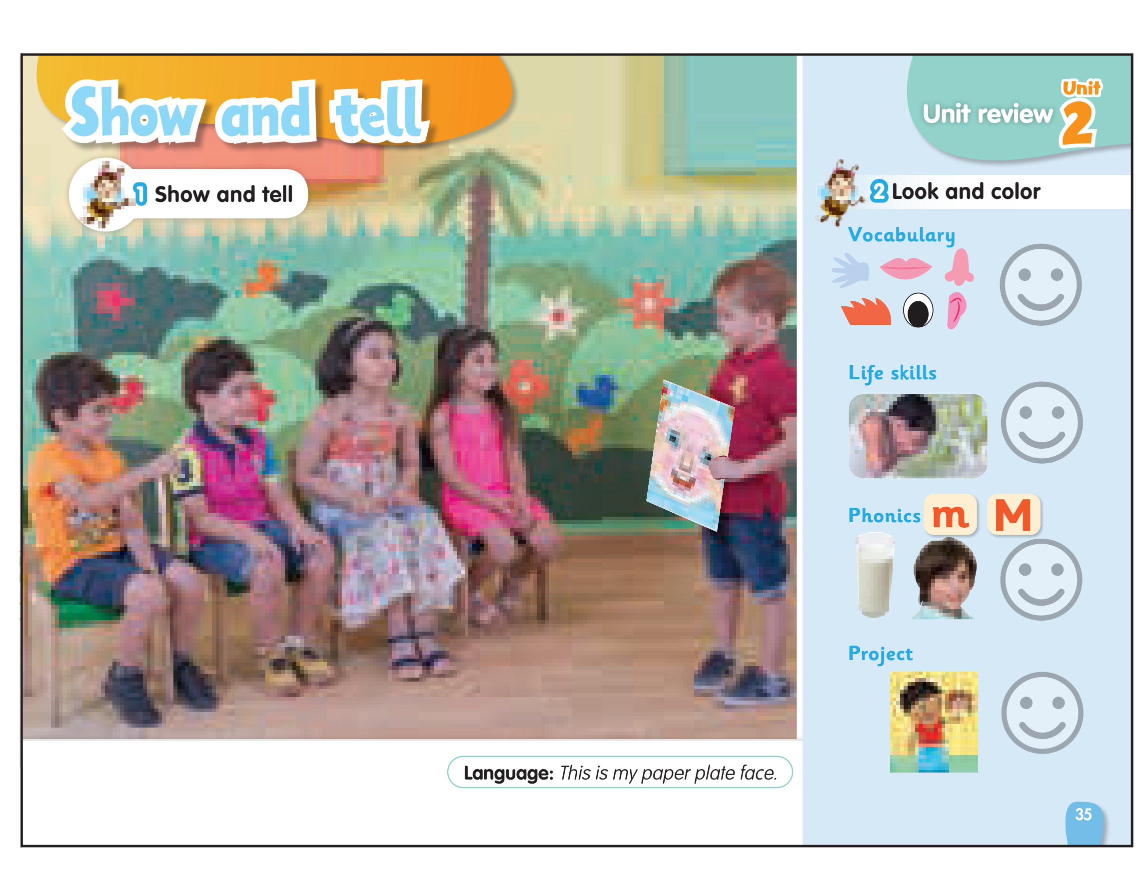
Opener

- Play a game of *Teacher says (1)* (Games Bank, page 88) to practice *eye, nose, hair, ear, mouth, hand* and *face*.



1 Make a paper plate face

1 If you made a face before the lesson, show this to the class. Say *This is a face*. Mime a circular motion around your face. Make sure each child has seen it properly by taking it around the class. Use the face to elicit the words *eyes, one, two, nose, mouth, ears* and *hair*.
2 Help students to find page 34. Look at the pictures together with the class. Say *Look! The children are making a face. Here are the materials. They're coloring and gluing*.
3 Point to frame 1. Say *What are they doing? What are they using?* Discuss each frame in the same way and make sure that students understand each step.
4 Explain to the class that they are going to make their own faces, by following the instructions in the pictures. Say *Now you try.*
5 Distribute the materials needed to make the face. For this task every student will make their own face, but they need to work together in groups to share resources and help each other. Remind students of the importance of sharing and being patient.
6 First, students cut out the pictures of the different body parts. It might be helpful to cut out the parts of the face before the lesson if students struggle with their fine motor skills.
7 Next, students color in the faces and the parts of the faces (eyes, nose, mouth, ears).
8 They glue the parts of the face on to the paper plate. They can use paper, textile strips or wool to make the hair.
9 Finally, they attach their paper plate face to a lollipop stick. Help students with any



activities they find difficult, such as cutting out or gluing.
10 Go around the class and monitor your students' work.
11 Ensure that they clean and tidy up when they finish.

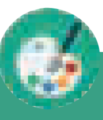
2 Look and say

1 Help students to show their paper plate faces to the class.
2 Ask *Who's this?* They can introduce their paper plate faces, by saying *This is me*.
3 Ask them about parts of the face: *What is this? It's my (nose)*. Encourage students to use any other words they know e.g. *It's red*.

LESSON 6 page 35

1 Show and tell

1 Help students to find page 35.
2 Look at the page with the class and explain that the boy in the picture is showing his paper plate face to his group. Explain that the students are going to do the same.
3 Put the students into groups. Explain that they should take turns so that everyone has a chance to speak.
4 Ask one child in each group to stand up and show their paper plate face to their group. Encourage them to point at parts of the face and say *It's my (nose)*.
5 When the first child in the group finishes, the second child should stand up, and so on.



Fast finishers

- Students play a version of *Teacher says* (1) (Games Bank, page 88) using their completed face project. Students place their completed faces on the table in front of them and point at its different parts. For example say *Teacher says touch the hair!* Students touch the project's hair.

2 Look and color

1 Hold up your book. Point to the *Vocabulary* pictures. Ask *What is it?* to elicit the words. Ask students if they know these body parts. If they are happy that they know the words, they should color the smiley face.
2 Hold up your book and point to the *Life skills* photo. Discuss with the class why it is important to wash our hands and face. Ask your students to color the smiley face next to the *Life skills* if they understand why it is important to wash.
3 Draw the letter *m* on the board. Point to the photo of the glass of milk. Ask *What is it?* to elicit *milk*. Can students think of any more words that start with *m*?
4 With your back to the class, write a large letter *m* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so.
5 Ask your students to color the smiley face next to the *Phonics* if they know the letter and sound.
6 Point to the *Project* picture. Remind the students about the paper plate face they made. Ask them to color the smiley face.



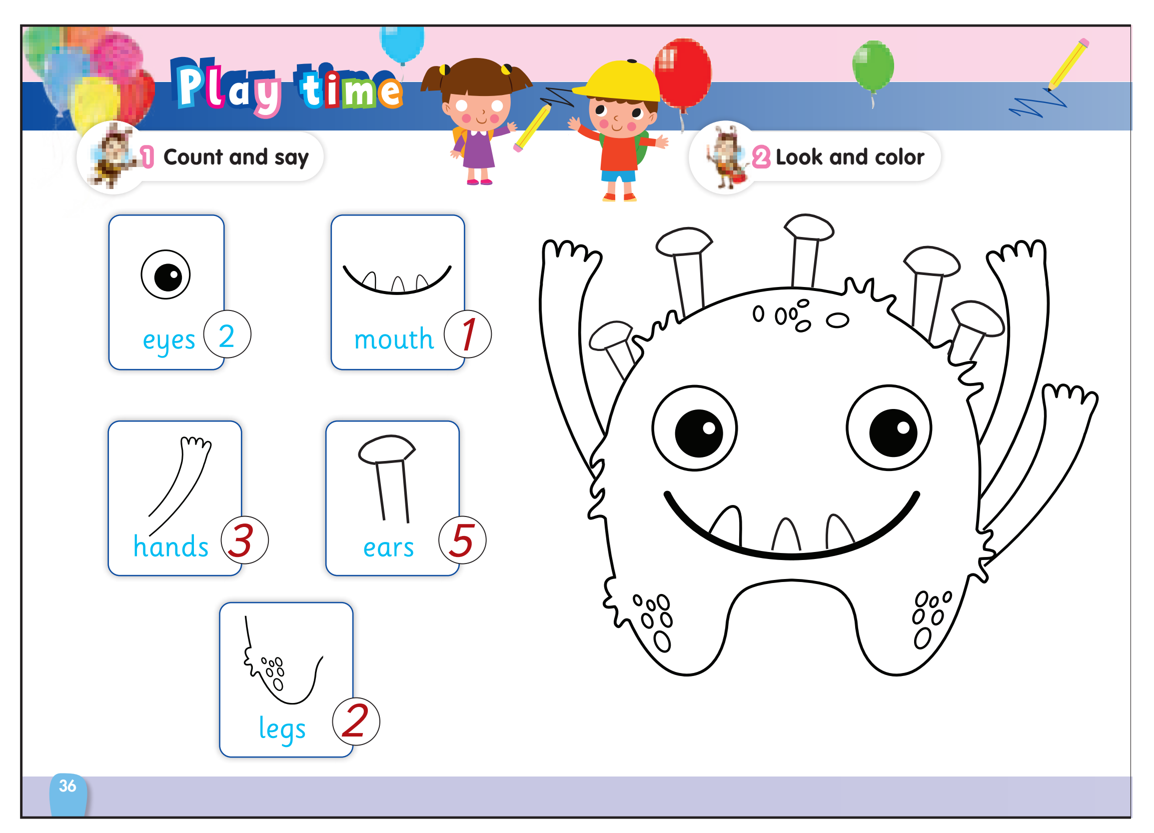
Practice game

- Play *Show me* (Games Bank, page 87) to practice the numbers 1-5.

1 Say the number and students show you the correct number of fingers.
2 You could extend the game to say *Show me one hand/two hands*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We made a face.*
  We showed our friends our faces.
  We talked about them.
  Next we will see Adam and Dina at school.
- Say *Thank you!* to the class for being active. Ask students to say *Thank you!* to their shoulder partners and teacher for being helpful.



PLAY TIME page 36

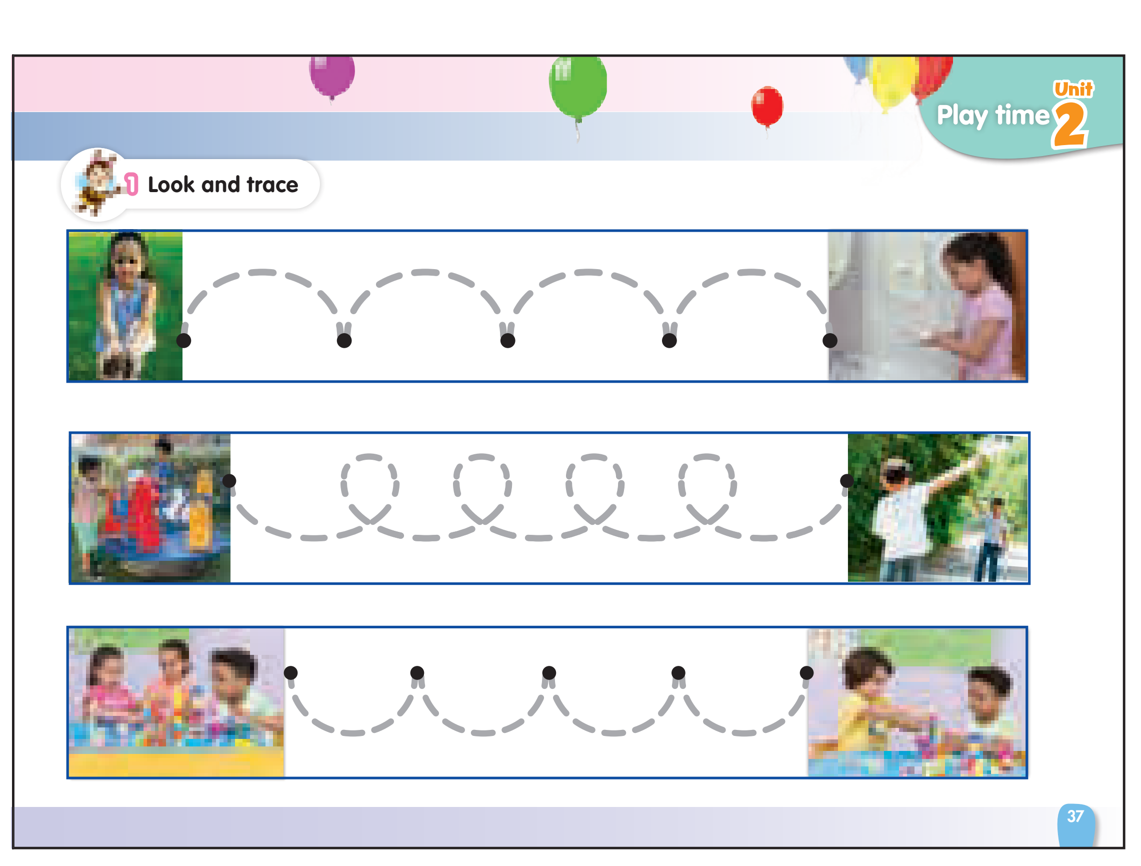


- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count and say

1 Remind students of the numbers 1-5. You can practice this on your fingers or ask them to look at pages 6 and 7 for help if they cannot remember.
2 Divide students into groups and assign roles. Tell them to count the parts of the body of the monster and write the correct number in each space.
3 When they are happy that they know how many body parts there are, tell them to check their work in pairs. They should tell their partner the numbers, *One eye, five ears,* etc.





2 Look and color

1 Ask students to color the monster carefully. Ask them to color every body part of the same type using the same color.

PLAY TIME page 37



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and trace

1 Tell students to look at the photos and to trace the lines between them with their fingers first.
2 Ask students to describe the photos, one by one. Ask *What are they doing?*
3 When they are confident, ask them to trace the lines carefully with a pencil.

PLAY TIME page 38

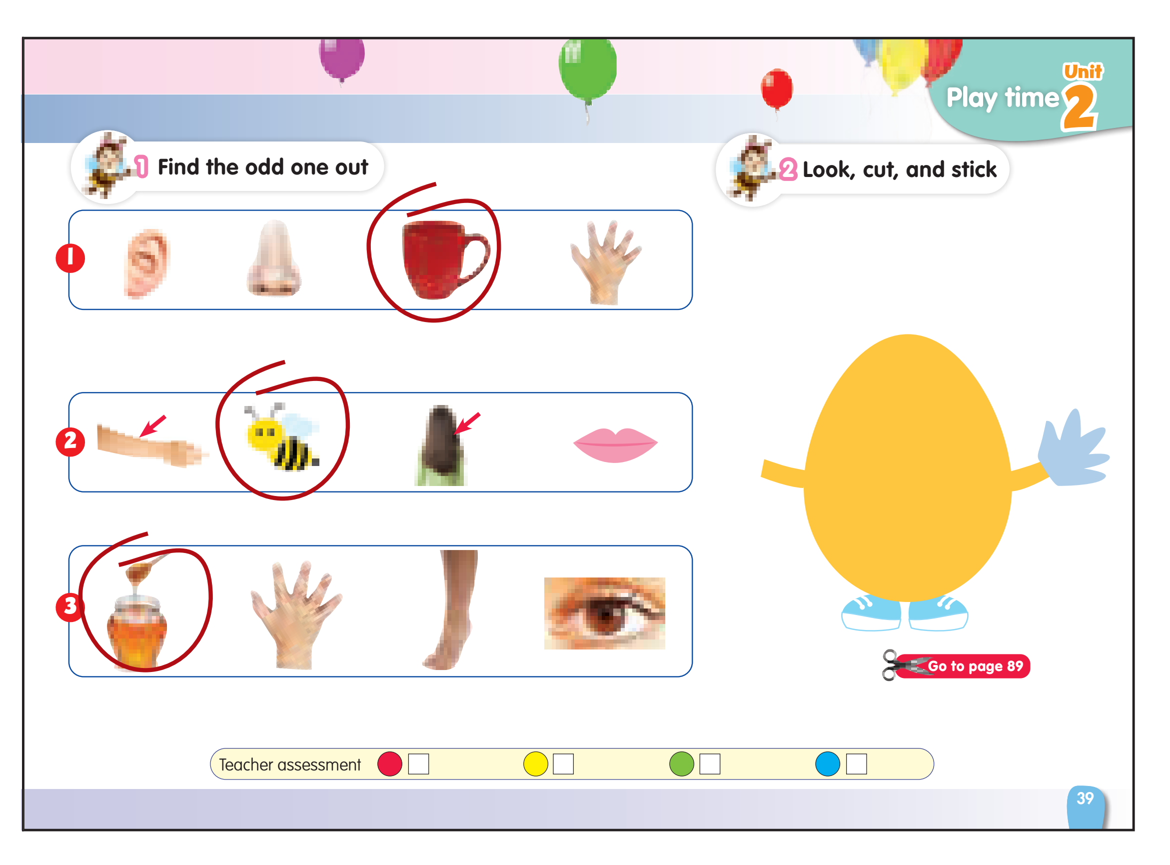


- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find the differences

1. Ask students to work in pairs. Ask one child in each pair to look at the monster on the left. Ask the other child to look at the monster on the right.
2. The first child should count one type of body part of the monster on the left and say how many there are. For example, *one ear*.
3. The second child should do the same for the monster on the right. For example, *two ears*.
4. Encourage students to write the number of ears in each monster in the checklists. Then they can compare the other body parts in the same way.
5. When they find all the differences, ask each pair to join another pair, making groups of four. Ask the pairs to present their checklists to each other, and check their answers. Go around the class to check and help as necessary. Praise good work to motivate other students to join in.
6. Ask students to color the monsters carefully.





PLAY TIME page 39



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find the odd one out

1. Tell students to look at the pictures in the first group. Point to each one and ask *What is it?* Elicit all the items (ear, nose, mug, hand).
2. Ask *Which is the odd one out?* Say the items again and point to your ear, nose and hand as you say those words. Elicit that mug is the odd item in this group because it is not a part of the body.
3. Ask students to circle the mug and hold up their books to show you their answers.
4. Repeat steps 1-3 for the other groups of pictures.

2 Look, cut, and stick

1. Tell students to look at the picture. Point out that it is the toy from page 20.
2. Ask students to look at the cut-outs for Unit 2 at the back of the book.
3. Ask them to cut out the body parts for this toy and to stick them onto the toy's body in the correct places.

Teacher assessment

- Collect students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.
- Remember to list the learning objectives of the unit and to tick the blue face if the student achieves all the learning objectives.

Unit 3

LESSON 1 page 40

Objectives: To identify vocabulary for classroom items in a picture
To listen and sing along a song to reinforce the new language
To revise known colors (red and yellow)
To color in pictures of classroom items

Vocabulary: *board, book, chair, crayon, table, pencil, red, yellow*

Language: *What's this? It's a (pencil). It's (yellow).*

Materials: Student's Book, pages 40 and 41
Class CD
Online song video
Pencils, coloring pencils, crayons including red and yellow (one for each student)
Real classroom objects: a board, a book, a chair, a crayon, a table and a pencil

Opener

- Wave and say *Hello*. Encourage the children to wave and say *Hello* back to you.
- Review the character names, Adam, Dina and Busy Bee, and ask the children what they remember about them (e.g. Busy Bee is a bee).
- Sing the song from page 20 of the Student's Book with the class again to revise the body parts. The first time through, ask students to listen and touch the correct parts of their own body when they hear them. Play it again and encourage students to sing along and touch the parts of their body.

Presentation

1. Point around the classroom and say *What can you see?* Accept all correct answers.
2. Present *board, book, chair, crayon, pencil* and *table* using the classroom items as prompts. Point to the board and say *board*. Students repeat several times as a class, in groups and then individually. Repeat the same procedure for *book, chair, crayon, table* and *pencil*.
3. Then point to each item in turn and let students say the words: *What's this?* Vary the order you point to the items. Model the response for students: *It's a (pencil).*
4. You can also practice the new words using the *Picture Dictionary* page 87. Help students to find page 87. Point to the pictures that relate to classroom objects (pencil, crayon, book, table, board, chair) and encourage your students to repeat the words as a class, in groups and individually. You can use calling sticks to choose individual students to answer.



1 [CD 1.26] Look, listen, and point

1. Help students to find page 40. Ask students *Who can you see in the picture?* (Adam, Dina, Busy Bee and two friends). Point to each character.
2. Then ask students *What can you see in the picture?* (board, book, chair, crayon, pencil and table). Point to each item. Ask them to tell you anything else they see in the picture: *What else can you see?* (flower, yellow).
3. Point to the table in the picture on Student's Book page 40. Say *It's a table. It's red.* Students will learn more about the color red in Lesson 2.
4. Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

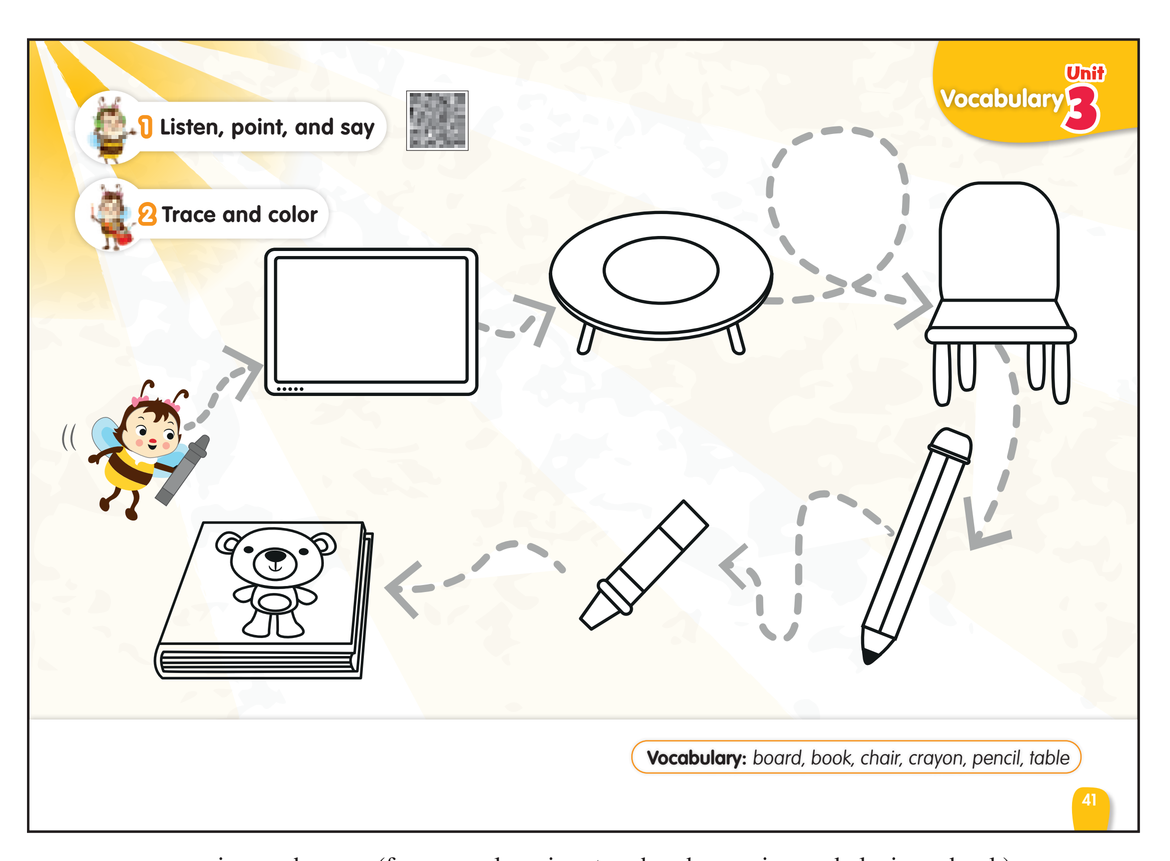
Audioscript

Narrator: *board book chair crayon pencil table*

2 [CD 1.27 and 1.28] Sing

1. Play the song again. Students gradually sing along with the song as much as they are able to. Point to each item as you listen to and sing each verse. Add any suitable actions as





you sing each verse (for example, mime two hands opening and closing a book).

2 When students are able to, play the version of the song without words. Students sing as much as they can.

Audioscript

My school, my friends!
Come and see!
What's this?
It's a pencil.
It's yellow.

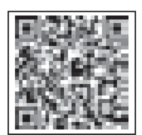
My school, my friends!
Come and see!
What's this?
It's a crayon.
It's red.

My school, my friends!
Come and see!
What's this?
It's a book.
It's red.

My school, my friends!
Come and see!
What's this?
It's a table.
It's red.

My school, my friends!
Come and see!
What's this?
It's a chair.
It's yellow.

My school, my friends!
Come and see!
What's this?
It's a board.
Look at the board!



Digital link - A video of this song with animation can be accessed by scanning this QR code.

LESSON 1 page 41

1 [CD 1.29] Listen, point, and say

1 Help students to find page 41. Use the pictures to elicit the words (board, table, chair, pencil, crayon, book): *What's this? Is it a book? No. Is it a board? Yes, it's a board.*

2 Then say *Now listen, point and say*. Play the CD, pausing for students to repeat the words as they point to the pictures.

Audioscript

Narrator: *board table chair pencil crayon book*

2 Trace and color

1 Students trace the arrows between the items with a pencil.

2 Explain to students that they are going to color in the picture of the board, table, chair, pencil, book and crayon. Hold up a red crayon and a yellow crayon and elicit the colors: *What color is this?* See if they remember the color *red* from the Student's Book. Ask them to use red and yellow, as well as other colors: *Use red, yellow and other colors to color your pictures.*

3 Students work carefully to color the pictures as neatly as they can.

4 Walk around the room, asking students to point to their finished pictures and say the words *board, table, chair, pencil, crayon*. Encourage them to give more detail about the red and yellow items if they are able: *It's a (chair). It's (red).* Ask students to hold up their books so that you can check that they've completed the task.



Fast finishers

- Students can work in pairs to show their pictures to their partner. Students point and tell their partner about their pictures: *It's a (red table).*

Unit 3

Practice game

- Play *Point to it* (Games Bank, page 87).

1 Using the board, books, chairs, crayons, tables and pencils in the classroom, say *Point to a (crayon).*
2 Students find and point to each item in turn.

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We learned about classroom items.*
- Practice classroom items by pointing to items in your classroom and asking the class to name them.
- Say *Next we will discuss how we tidy up our classroom.*

LESSON 2 page 42

Objectives: To discuss and understand the importance of tidying up
To use vocabulary for classroom items to talk about your own possessions
To revise vocabulary for classroom items
To listen and sing along a song to reinforce the new language

Life skills: Self-management

Vocabulary: *board, book, chair, crayon, table, pencil, red, yellow*

Language: *Let's tidy up!*

Materials: Student's Book, pages 42 and 43
Class CD
Online song video
Pencils
Real classroom objects: a board, a book, a chair, a crayon, a table and a pencil

Opener

- Hold up or point to real classroom objects and ask the class *What's this?* Encourage students to answer *It's a (chair).*



1 Look and say

1 Help students find page 42.
2 Introduce the concept of tidying up with the class. Make sure students understand by asking questions like *I put my pencil in my bag: good or bad?* Say *Look! The children are tidying up*. Point to the books, crayons and pencils in the large photos at the bottom of the page and ask *What are they tidying up?*
3 Ask students if they tidy up at home or school. Ask them to tell you what items they tidy up.
4 Ask *Is it important to tidy up? Why?* You could give an example by scattering some pencils or crayons on your desk or on the floor and saying *Is this tidy? No*. Then you could pick them up and put them away and ask *Is this tidy? Yes*.
5 Point to the small pictures at the top of the page (books, crayons and pencils). Point to the photo and the word books and say *books*. Students repeat after you. Repeat the same routine for *crayons* and *pencils*.
6 Say *Look! The children are tidying up*. Point to the books, crayons and pencils in the large photos at the bottom of the page and ask *What are they tidying up?*
7 Say *Now find*. Ask students to look and find the objects (books, crayons, pencils) in the large photos. Then say the words together. Students say the word *books* and point to the





books in the first picture. Then, they do the same for crayons and pencils.
8 Indicate the singular and plural nouns using real objects, e.g. *book* (hold up one book) and *books* (hold up two books), then focus orally on the *s* sound in plural nouns. Do not teach the students the words singular and plural at this stage.

2 [CD 1.30] Sing and do

1 Play the song. Students listen and point to each photo as each word is mentioned.
2 Students listen to the song, and mime an action for each verse. They can mime putting the items away, as modeled in the photos on the page.
3 Gradually, students will gain confidence to sing along with the song. They can mime the actions as they sing.

Audioscript

Boys and girls!
Let's tidy up!
Look, look
Look at the books.
Let's tidy up!

Boys and girls!
Let's tidy up!
Look, look
Look at the crayons.
Let's tidy up!

Boys and girls!
Let's tidy up!
Look, look
Look at the pencils.
Let's tidy up!



Digital link - A video of this song can be accessed by scanning this QR code.

LESSON 2 page 43

1 Match

1 Help students find page 43.
2 Point to the blue pencil and ask *What's this?* Encourage students to say *It's a pencil*.
3 Repeat the same procedure with the green book.
4 Show your book to the class. Say *Let's tidy up!* as you follow the dashed line with your finger from the pencil to the pencil case. Repeat this several times, encouraging students to say the words and draw the line with their fingers in their books.
5 Ask students to draw the line with a pencil, taking care to follow the line carefully.
6 Repeat these steps with the other objects.
7 Go around the class, helping where necessary.

2 Say

1 Put students into pairs. Ask one child in each pair to show the book to their partner and to point at a picture. Their partner should say the word. When they have finished, the two children should swap roles.
2 Go around the classroom as they work and help as necessary. Encourage students to help each other and correct their pronunciation.

Fast finishers

- To reinforce the unit's new behavior, students work in pairs to help tidy up the classroom, helping other students and the teacher.

Practice game

- Play *Point to it* (Games Bank, page 87).

1 Using the board, books, chairs, crayons, tables and pencils in the classroom, say *Point to a (crayon)*.
2 Students find and point to each item in turn.

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *Today we talked about the importance of tidying up. Next we will learn about the /b/ sound.*

Unit 3

LESSON 3 page 44

Objectives: To recognize the letter sound /b/
To find words with the /b/ sound
To trace and copy the letter *b* and *B*

Vocabulary: *book, board, blue, bee, black*

Language: *Let's tidy up!*

Materials: Student's Book, pages 44 and 45
Class CD
A book, pencil, chair, crayon, table, board
Paper, colored paper, glue and scissors for the *Fast finishers* activity

Opener

- Review vocabulary for classroom objects. Position classroom objects (book, pencil, chair, crayon, table, board) around the classroom. When you say the word *book,* students run to that classroom object and say *It's a (book)*. In a large class, you can play this game for groups of students at a time. Continue until all of the classroom objects are reviewed.

Presentation

1 Point to a book. Ask *What's this?* Elicit *book*. Then say *book*. Students repeat after you.
2 Write the letter *b* on the board. Point to the letter and say /b/. Students repeat the sound /b/.
3 Then point to the book again and elicit *book*.
4 Repeat the activity a few times so that students are able to connect the /b/ sound to *book*.
5 Write the word *book* on the board and circle the *b*.
6 Hold up the Student's book and point to Busy Bee on the cover. Ask *Who's this?* and elicit *Busy Bee*.
7 Write the letter *B* on the board. Point to the letter and say /b/. Students repeat the sound.
8 Point to Busy Bee again and elicit *Busy Bee*.
9 Explain that there are two ways to write this sound. We usually use b, but we use B at the start of a sentence or a name.
10 Point to b and B and say /b/.

1 [CD 1.31] Listen and repeat

1 Help students to find page 44.
2 Point to the picture of the book and ask *What's this?* Students say *book*.



3 Point to the letter *b* of book and say the sound /b/. Students repeat after you. Practice this several times.
4 Point to Busy Bee and elicit *Busy Bee*. Point to the letter B and say /b/. Students repeat after you. Practice this several times.
5 Play the CD to the class. Say the first part of the chant to the class. Then play the second part, encouraging students to listen and repeat the /b/ sound: Say /b/.

Audioscript

Everyone listen,	*b*	*b, b, b!*
Listen to me.	*b, b*	*b book*
Listen and repeat,		*Book!*
Repeat after me.		

2 Look and circle b or B

1 Look at the pictures with your students and elicit the items: *What can you see? (book, board, blue, Busy Bee, black)*. Say the words together with the class.
2 Point to the book. Say the word *book*. Say /b/ *book*. Point to the *b* and show students how



to draw a circle around it.

3 Point to *Busy Bee*. Say the word *Busy Bee*. Say /b/ *Busy Bee*. Ask the students to draw a circle around the two *B*s. Ask them to hold up their books to show you their answers.

4 Repeat with the picture of board, blue and black.

LESSON 3 page 45

1 Trace, say, and color

1 Model the letter formation for the letter *b*. Say the sound /b/. With your back to the class, write a large letter *b* in the air with your finger. Make the starting point and direction of writing clear.

2 Students copy the letter in the air with their finger several times, saying the letter sound as they do so.

3 Model the correct way to write the letter on the board.

4 Repeat steps 1-3 for B.

5 Help students to find page 45.

6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.

7 Ask students to trace over the dotted letters in their book with a finger first.

8 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.

9 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.

10 Read the words to the students. Ask them to trace the dotted letter for each word.

Fast finishers



- Ask students to cut colored paper into small pieces.
- Give each pair a piece of white paper and ask them to glue pieces of colored paper onto the white paper in the shape of the letter *b*.
- If you have a display board for phonics posters, add the students' posters to it.

Practice game

- Play *Pass the letter* (Games Bank, page 87).

1 Ask three students to come to the front of the class and stand in a line one behind the other, in front of the board. Give chalk or a pen to the student at the front of the line.

2 Draw the letter *h, m* or *b* on the back of the student at the back of the line. Help them to draw the letter on the back of the student in front of them. That student then draws the letter on the back of the child at the front, who draws it onto the board.

3 Ask the class to say the sound.

4 Choose a different group of three students and repeat steps 1 and 2.

5 As students become confident, you can make the lines longer, with 4, 5 or more students in a line.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say* /b/.
  We can recognize and write the letter b and B
  We can find words with the /b/ *sound.*
  Next we will talk about our classroom and learn some colors.

Unit 3

LESSON 4 page 46

Objectives: To ask and answer about a classroom item
To listen and practice a mini-dialog in pairs
To recognize more colors

Vocabulary: *board, book, chair, crayon, table, pencil, yellow, red*

Language: *What's this? It's a (crayon).*

Materials: Student's Book, pages 46 and 47
Class CD

Opener

- Play the song from Unit 3, Lesson 1, Student's Book page 40. Encourage the children to join in as much as they can and to point to each item as they hear it mentioned.

1 [CD 1.32] Look, listen, and point

1 Help students to find page 46. Look at the picture with the class. Ask *What can you see?* (There are two friends and they have a crayon, a pencil and a book in front of them and are talking to each other.)
2 Say *Listen and point*. Play the first dialog on the CD, and then pause. Ask students to point to the crayon. Say *Point to the crayon*. Students point to the crayon and say *crayon*.
3 Play the rest of the mini-dialogs, stopping after each dialog for the students to point to the object.

Audioscript

Narrator: *1*
Girl 1: *What's this?*
Girl 2: *It's a crayon.*

Narrator: *2*
Girl 2: *What's this?*
Girl 1: *It's a pencil.*

Narrator: *3*
Girl 1: *What's this?*
Girl 2: *It's a book.*

Narrator: *4*
Girl 2: *What's this?*
Girl 1: *It's a chair.*

Narrator: *5*
Girl 1: *What's this?*
Girl 2: *It's a table.*

Narrator: *6*
Girl 2: *What's this?*
Girl 1: *It's a board.*



2 Look and say

1 Play one of the mini-dialogs again. Ask one of the students to model the dialog with you in front of the class. Ask the question *What's this?* and point to a classroom object from the picture, e.g. *a book*. Help the student to reply with *It's a (book)*. Then try to help the student to start the dialog with *What's this?* so that you reply *It's a (book)*.
2 Ask students to work in pairs to reproduce the mini-dialogs using the pictures on the page to help them. Go around and provide help if needed.
3 Confident learners can demonstrate their dialogs in front of the class, in pairs.

LESSON 4 page 47

1 [CD 1.33] Listen and say

1 Help students find page 47.
2 Hold up your book. Point to yellow and say the word. Ask students to say the word. Repeat several times.
3 Repeat with red.



4 Introduce students to blue and black by repeating the same steps.
5 Play the CD and ask students to point to the colors in their book while repeating the words.

Audioscript

Narrator: *yellow, yellow*
red, red
blue, blue
black, black

6 Say a color and ask students to point to an object in the room while saying the word.

2 [CD 1.34] Listen and color

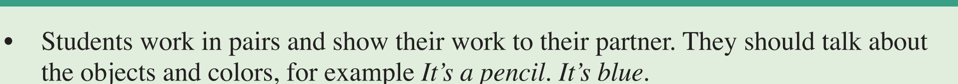
1 Point to a classroom object and ask *What is it?* Encourage students to say *It's a (chair)*. Say *Yes, it's a chair. It's (red)*. Ask students to repeat the sentences.
2 Repeat the same procedure with other classroom objects.
3 Help students find page 47.
4 Point to each object and ask *What's this?* Ask the class to answer *It's a (table)*.
5 Play the CD and ask students to listen and color the objects. Pause the CD after each line or play the recording again if necessary.
6 Encourage students to point to the objects and classroom items they colored and say, *It's a (chair). It's (blue)*.

Audioscript

Narrator: *It's a table. It's red.*
It's a chair. It's blue.
It's a crayon. It's yellow.
It's a board. It's black.
It's a pencil. It's blue.
It's a book. It's yellow.



Digital link - A video about colors can be accessed by scanning this QR code.



- Students work in pairs and show their work to their partner. They should talk about the objects and colors, for example *It's a pencil. It's blue.*

Practice game

- Play *Show me* (Games Bank, page 87) to practice colors.

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about our classroom items.*
  We can recognize red, yellow, blue and black.
  We can listen and color.
  Next we will read a story with Adam and Dina.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

Unit 3

LESSON 5 page 48

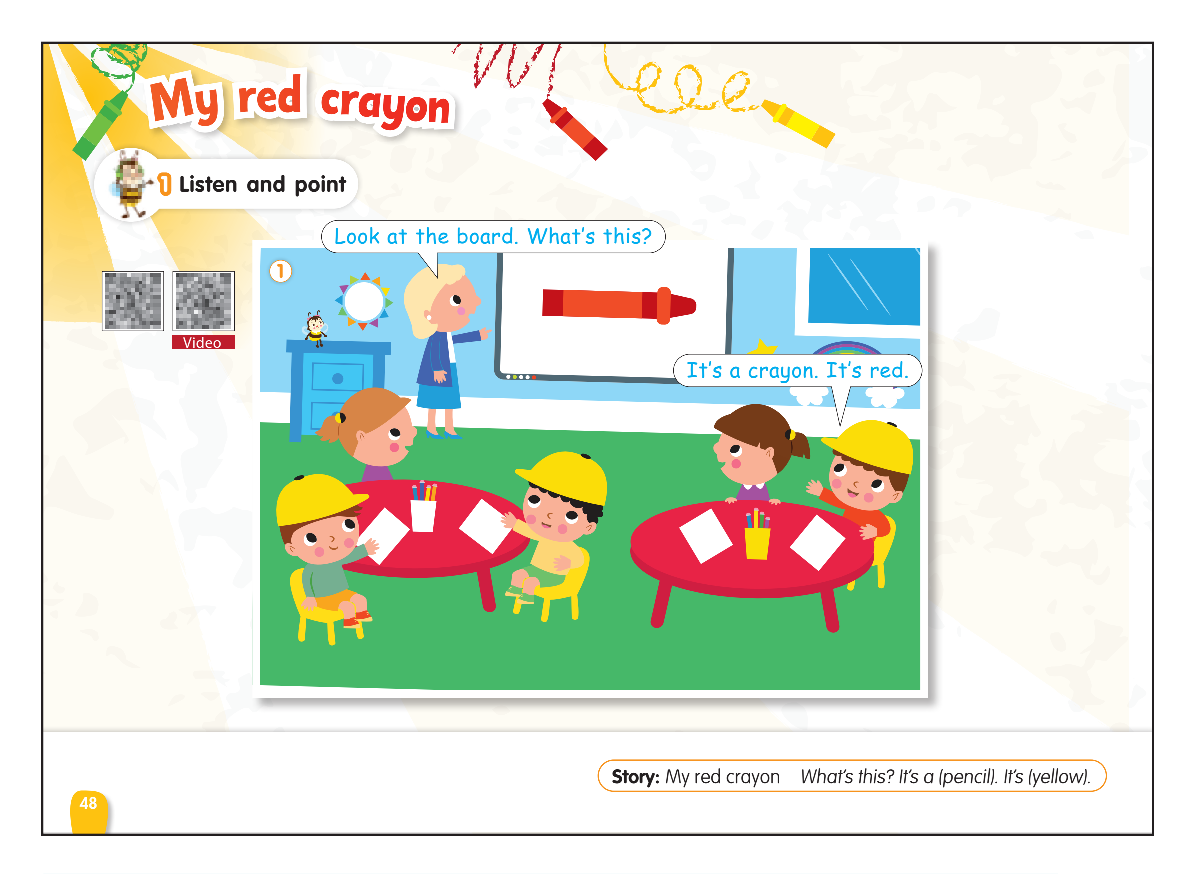
Objectives:	To identify vocabulary for classroom items and colors in a picture story To listen to and follow a picture story To think about what happens next in a story (prediction) To practice problem-solving skills To learn to trace a line or shape carefully
Vocabulary:	*board, book, chair, crayon, table, pencil, red, yellow*
Life skills:	Problem-solving
Language:	*What's this? It's a (pencil). It's (yellow).*
Values:	Love of friends
Materials:	Student's Book, pages 48 and 53 Class CD A yellow, red, blue and black coloring pencils, one for each child Board, books, chairs, crayons, tables, pencils Unit 3 cut-outs for each child (page 93)

Opener

- Play the song from Unit 3, Lesson 2, Student's Book page 42. Ask students to sing along with the song as much as they can.
- Review the vocabulary for classroom objects with your students, using real classroom items.
- Play *Color Spot* (Games Bank, page 86). Review the colors red and yellow. Say *Find something (red)* and students find and point to something red in the classroom.

1 [CD 1.35] Listen and point

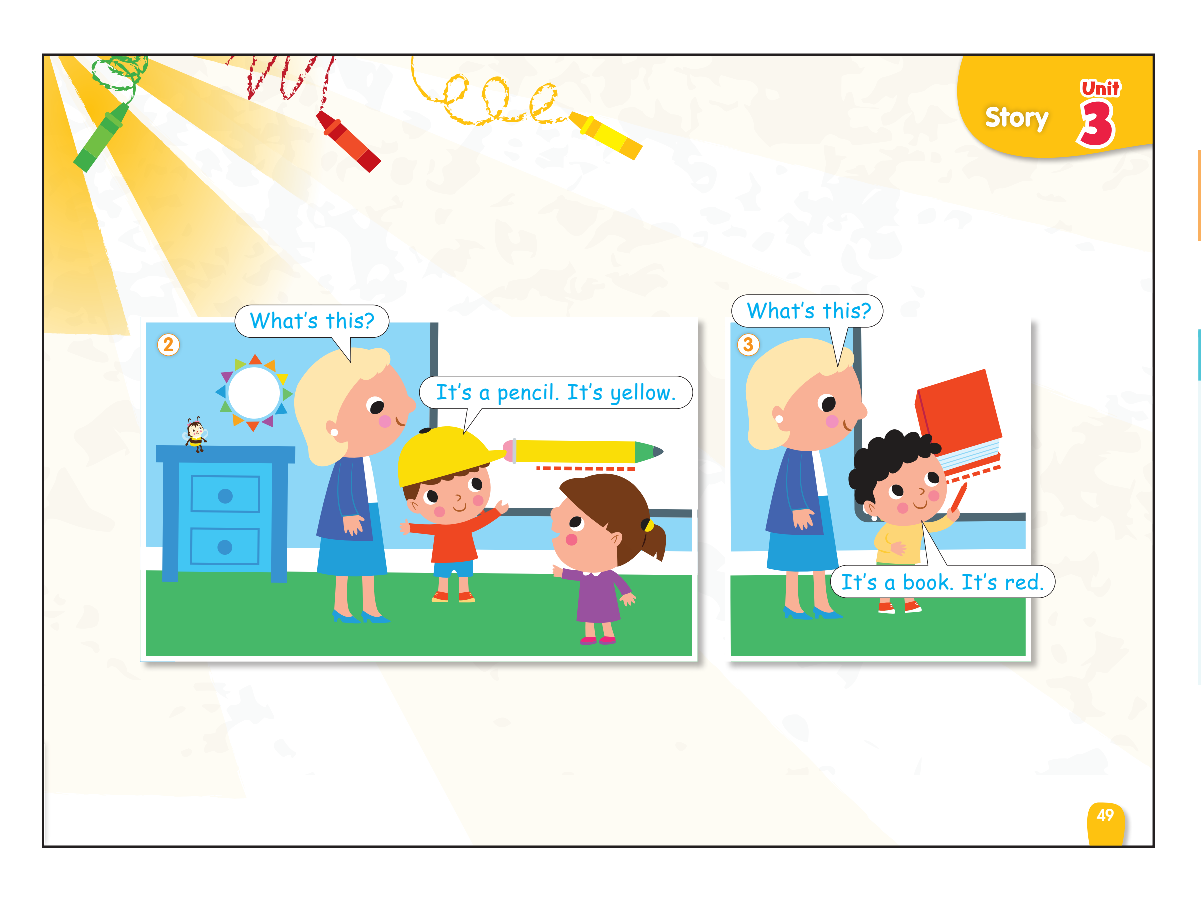
1 Help students to find page 48.
2 Look at the first frame with the class. Ask them what and who they can see in the picture. Point at the characters and classroom objects and ask *Who's/What's this?* Make sure students can remember the names of the characters Adam, Dina and Busy Bee.



Audioscript

Narrator:	*1*
Teacher:	*Children! Listen, please. Look at the board. What's this?*
Adam:	*It's a crayon. It's red.*
Teacher:	*Well done, Adam!*





LESSON 5 page 49

1 Play the CD from frames 1-4. Students listen and point to each frame.

Audioscript

Narrator: *2*
Teacher: *What's this?*
Dina: *It's a pencil. It's yellow.*
Teacher: *Well done, Dina.*

Narrator: *3*
Teacher: *What's this?*
Boy: *It's a book. It's red.*
Teacher: *Well done!*

LESSON 5 page 50

1 Ask students to predict what happens in the story. Ask *What happens in the story?* Ask students for their guesses. You might want to focus students on frame 4 and point out Adam's sad face. Say *Oh no, Adam looks sad. Why do you think Adam is sad?*

2 Look at the picture of Adam looking sad (because he hasn't got a red crayon.) Ask students to think about what will happen next: *What do you think Adam will do? What will Busy Bee do?* What do students think?

Audioscript

Narrator: *4*
Teacher: *Let's color. Look, a red crayon, a yellow pencil and a red book.*
Adam: *Oh no! My red crayon!*
Busy Bee: *Look Adam, look!*









Digital link - An animated version of this story can be accessed by scanning this QR code.

Be kind to your friends!

- Look at the photograph with the class. Ask *What can you see?* (The boy is holding a red crayon, in the same way that Busy Bee does in the story.) Ask the students if they help their friends and family like this. What do they do?

LESSON 5 page 51

1 Continue playing the story to the end of frame 5. Were your students' predictions correct? (Busy Bee gives Adam a red crayon. This makes Adam happy). Say *Busy Bee is a good friend.*
2 Play the story again. Students listen, point to each frame and join in with any words they can remember.
3 You could also play the CD and pause before each classroom object and its color, encouraging the class to complete the sentences.

Audioscript

Narrator: *5*
Adam: *Thank you, Busy Bee! My red crayon!*

LESSON 5 page 52

1 [CD 1.36] Listen, cut, and stick

1 Help students to find the Unit 3 cut-outs at the back of their books.
2 Help students to find page 52. Say *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.
3 Say *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order.

Audioscript

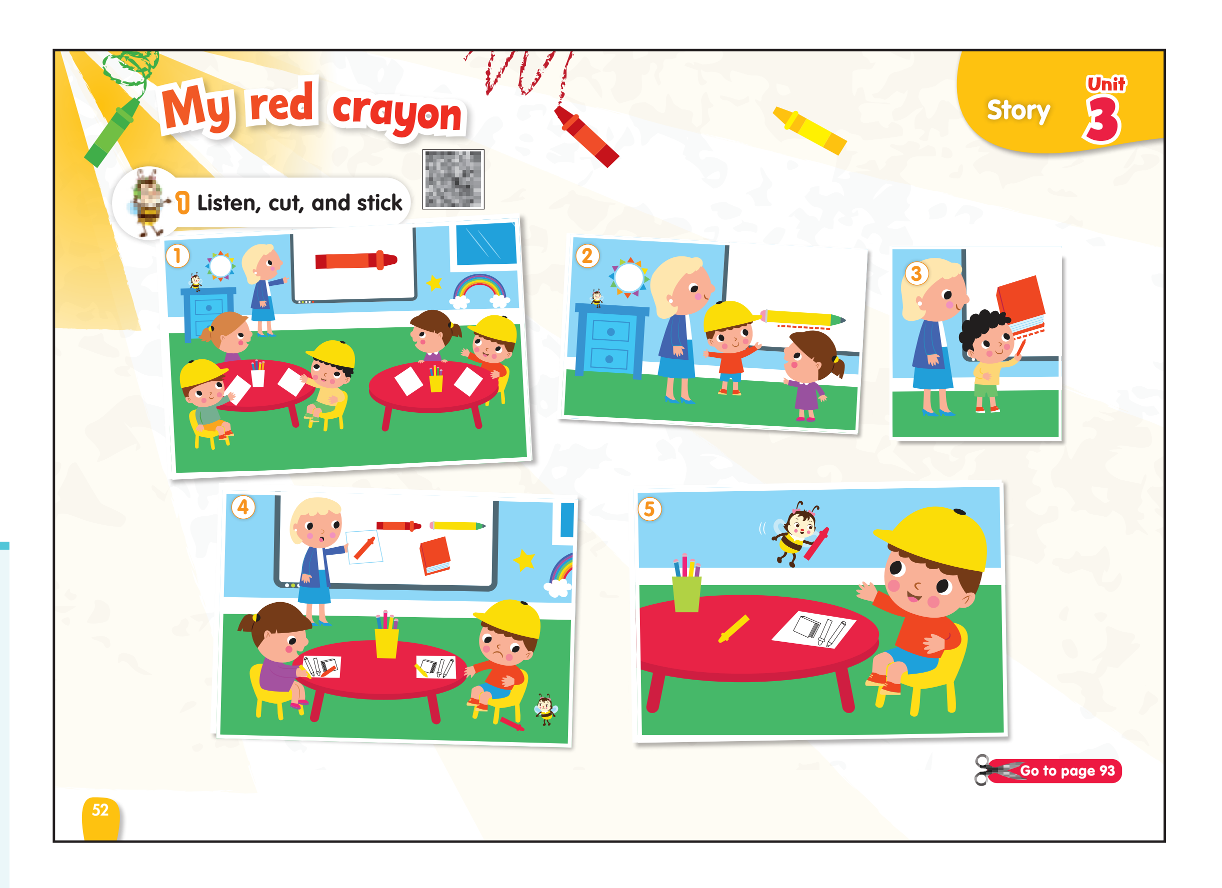
Narrator: *1*
Teacher: *Children! Listen, please. Look at the board. What's this?*
Adam: *It's a crayon. It's red.*
Teacher: *Well done, Adam!*

Narrator: *2*
Teacher: *What's this?*
Dina: *It's a pencil. It's yellow.*
Teacher: *Well done, Dina.*

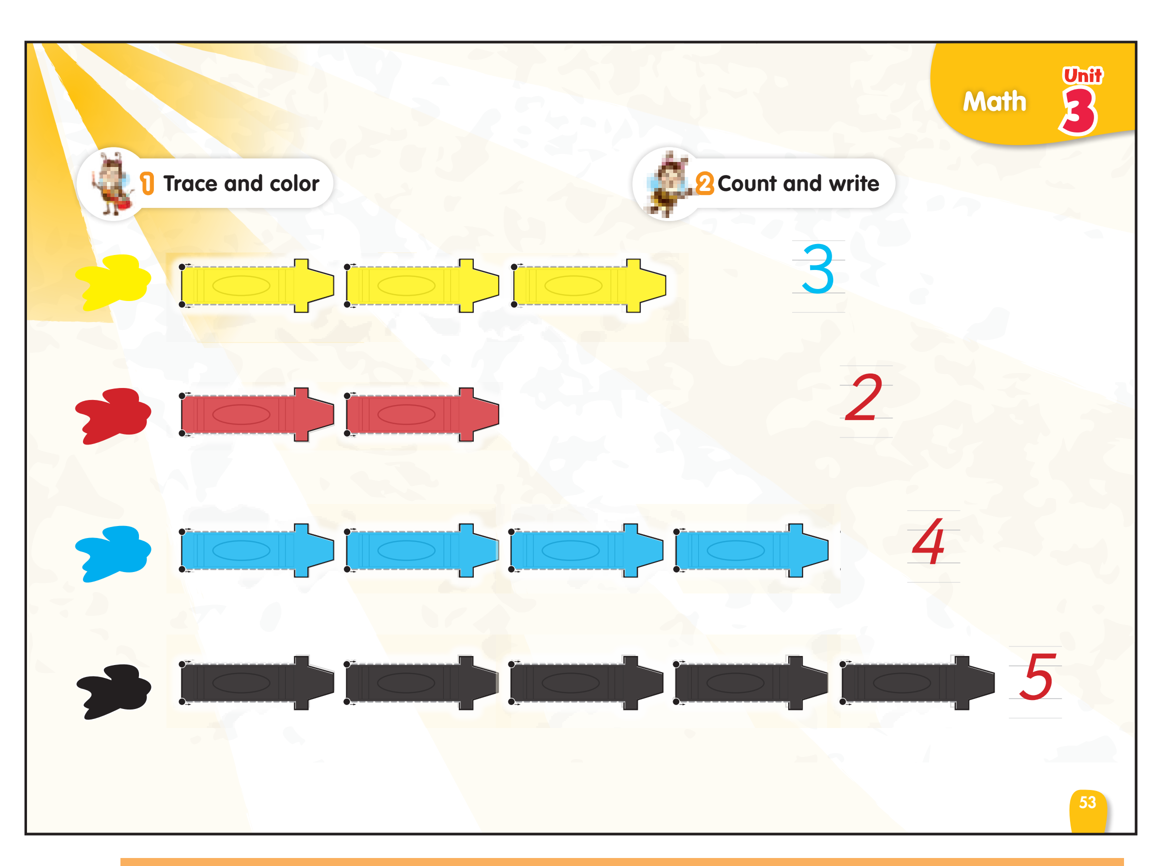
Narrator: *3*
Teacher: *What's this?*
Boy: *It's a book. It's red.*
Teacher: *Well done!*

Narrator: *4*
Teacher: *Let's color. Look, a red crayon, a yellow pencil and a red book.*
Adam: *Oh no! My red crayon!*
Busy Bee: *Look Adam, look!*

Narrator: *5*
Adam: *Thank you, Busy Bee! My red crayon!*







LESSON 5 page 53

1 Trace and color

1 Point to the first crayon. Students look at the picture and say *It's a crayon*. Ask them to trace over the dashed lines. Make sure they are tracing from left to right, and encourage them to be as careful and neat as they can be.
2 Point to the color next to the crayon. Ask *What color is it?* Encourage students to say *yellow*. Ask *Can you name anything yellow in the class?* and encourage students to answer. Ask students to color the crayon yellow.
3 Repeat the same procedure with the two remaining crayons. Tell them to trace the two crayons and then to color them yellow.
4 Working in pairs, students can color the rest of the crayons according to their corresponding color code.
5 Ask students to hold up their books so that you can check that they've completed the task.

2 Count and write

1 Look at the first picture of the three crayons and ask *How many crayons can you see?* Encourage students to say *three crayons* and to mime *three* with their fingers. Ask the students to write the number *three* in the air, and then to trace the number *three* written in their books with a finger.
2 Ask the students to count the number of crayons in the remaining activities, and to write their corresponding numbers on the lines to the right of the page.
3 Ask students to hold up their books so that you can check that they have completed the task.

Fast finishers

- Students work in pairs and show their work to their partner. They should talk about the objects and colors, for example *It's a crayon. It's blue*.

Practice game

- Play *Point to it* (Games Bank, page 87) to revise the classroom items.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story about Adam, Dina and Busy Bee.*
  We can trace on a line.
  We can recognize yellow, red, blue and black.
  Next we will show and tell about our classroom items.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.

For the next lesson

Ask students to bring in a classroom item or a photo of a classroom item that they would like to show the class.

LESSON 6 page 54

Objectives: To work on a project to make a classroom poster
To revise the unit language
To do a show and tell about a classroom item from home

Life skills: Creativity

Vocabulary: *board, book, chair, crayon, table, pencil, red, yellow*

Language: *What's this? It's a (pencil). It's (yellow).*

Materials: Student's Book, pages 54 and 55
Class CD
Coloring pencils or crayons
Paper
Students' stationery items from home
Unit 3 cut-outs for each child (page 97)

Opener

- Play the song from Unit 3, Lesson 1, Student's Book page 40 again. Ask students to sing along with the song as much as they can.
- Review the vocabulary for classroom objects with your students, using real classroom items.

1 Make a classroom poster

1. Help students to find page 54.
2. Ask students to work in groups. Give each group a large piece of paper and some coloring pencils or crayons.
3. Tell students to work together to make a poster of classroom items. Tell them to discuss their ideas with their group and to share their coloring pencils or crayons. Remind them about sharing and being patient with others.
4. Go around the class as the groups work, helping as necessary.
5. Display the completed posters on the wall of the classroom. Encourage students from each group to tell you about what is on their poster. Ask them to tell you the colors as much as they can, too.

2 Look and say

1. Ask them to look at the pictures of the classroom objects they made. Elicit (table, chair, pencil, crayon, board, book).
2. Ask students to find and point to the picture of the table. Say the word *table*.



3. Have students color the picture of the table. Ask students *what color is the table?*
4. Say *It's a table. It's (yellow).* Students repeat the sentence.
5. Students will need to do the same with the picture of the chair, red *(It's a chair. It's red).*
6. Have students color the rest of the classroom items.



LESSON 6 page 55

1 Show and tell

1. Make sure students have their classroom items or photos with them. If the students couldn't bring anything to class, they can use their normal pencil, book, etc. for this activity. Place these items on your table.
2. Help students to find page 55. Look at the page with the class and explain that the boy in the photograph is talking about his pencils and crayons.
3. Say *Let's talk about our things.*
4. Choose an item or photo and invite the student who brought it in to come to the front. Ask *What's this, (name)?*
5. Encourage students to use words and phrases that they have learned, such as *It's a pencil. It's red.*
6. When several students have spoken, put the students into groups to continue the activity.
7. Go around the class, helping the students as necessary.

2 Look and color

1. This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Life skills* (the life skills focus for this unit), *Phonics* (if they know the sound /b/), *Math* (numbers from 1 to 5) and *Art* (the colors: yellow, red, blue and black).
2. Discuss each category with the students. If they feel that they understood the section, ask them to color the face next to it.

Practice game

- Play *What's this?* (Games Bank, page 88).

1. You will need the following real items: board, book, chair, crayon, table and a pencil. Show the book. Ask a student *(Name), what's this?* Encourage the response *It's a book.*
2. Hold up the book again. Encourage the same student to ask you the question *What's this?* Say the wrong item *It's a board*. Encourage the rest of the group to say *No! It's a book.*
3. Repeat the same procedure with several items. Once students understand the game, they can play in small groups or pairs.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We made a poster.*
  We can talk about classroom items.
  We can talk about yellow, red, blue and black.
  Next we will learn about families.
- Say *Thank you!* for being active and creative. Ask students to say *Thank you!* to their shoulder partners and to their teacher for their help.

PLAY TIME page 56



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1 Remind students of the numbers 1-5. You can ask them to look at pages 6-7 for help if they cannot remember.
2 Tell students to look at the left of the page and say the colors and numbers.
3 Ask them to color the picture, using the numbers to decide which colors to use. Give an example in your book.
4 Go around the class, helping as necessary.







PLAY TIME page 57



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1 Ask students to look carefully at the colored picture.
2 Tell students to find the classroom objects in the picture.
3 They should color the large objects in the same colors that they are in the picture.
4 When they finish coloring, they can work in pairs to show their partner their work and tell them about it. For example *It's a crayon. It's red.*

Teacher assessment

- Collect students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. Remember that your assessment is based on your students' performance. See the introduction page xvii for more information about the color coding.
- Remember to list the learning objectives of the unit and to tick the blue face if the student achieves all the learning objectives.



LESSON 1 page 58

Objectives: To identify vocabulary for family members in a picture
To listen and sing along a song to reinforce the new language

Values: Love for family

Vocabulary: *mommy, daddy, sister, brother, grandma, grandpa*

Language: *This is my (mommy).*

Materials: Student's Book, pages 58 and 59
Class CD
Pencils
Coloring pencils or crayons for the *Fast finishers* activity
Family pictures (use your own family if possible): a mother (mommy), a father (daddy), a brother, a sister, a grandmother (grandma), a grandfather (grandpa)

Opener

- Welcome students with a smile. Wave and say *Hello* to the class.
- Encourage the class to wave and say *Hello* to you.
- Play *Point to it* (Games Bank, page 87) to review vocabulary for classroom items that students can remember. Students can also play the game in pairs or small groups.

Presentation

1 Use some family pictures to present and practice the new words *mommy, daddy, sister, brother, grandma* and *grandpa*. Put the pictures on the board and present the whole family and say *This is my family*. Point to the mommy and say *This is my mommy*. Students repeat several times as a class, in groups and individually.
2 Repeat the procedure for *daddy, grandma, grandpa, brother* and *sister*.
3 Use calling sticks to choose two students and invite them to stand at the front of the class. Point to the family members in the book in front of you, and have the students say the family words. As students become more familiar with the words, vary the order you point to the family members. After a few words, choose a different pair of students to come to the front. Ask students to practice the same activity in pairs. Then choose a few pairs to demonstrate to the class.

1 [CD 1.37] Look, listen, and point

1 Help students to find pages 58 and 59. Ask students *Who can you see?* (Dina and Adam). Point to each character.



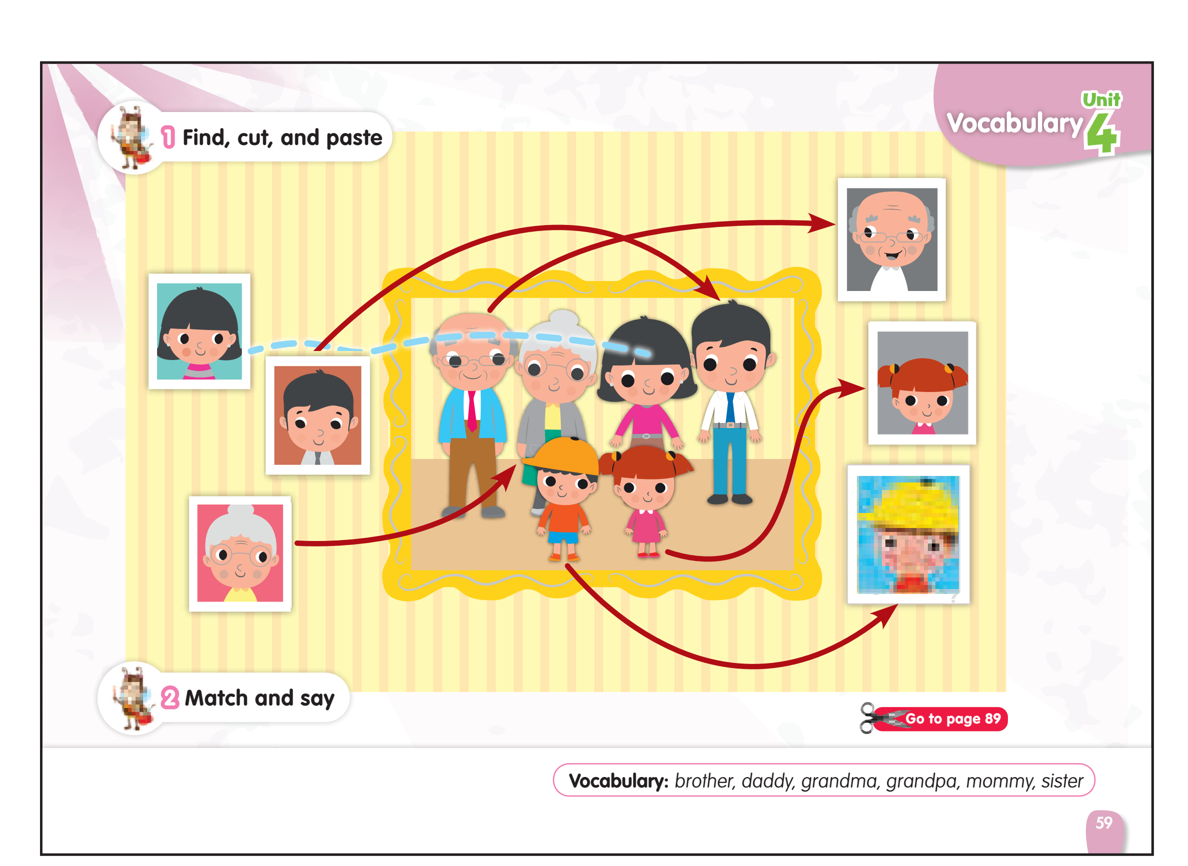
2 Point to the pictures on the wall that Dina and Adam are looking at. Ask *Who can you see here?* (sister, mommy, grandma, brother, daddy, grandpa). Elicit that this is Dina and Adam's family.
3 Play the CD. Students look at the pictures of the family members in a row. Point to Daddy and Grandpa. Ask *Who is older?* Elicit that Grandpa is older. Repeat for other pairs in the family.
4 Ask students to listen to the words and point to each corresponding word and picture.
5 Ask students to repeat the words as they hear them.
6 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

Audioscript

Narrator: *grandma grandpa mommy daddy brother sister*

2 [CD 1.38 and 1.39] Sing

1 Hold up a book. Point to Dina. Say *Hello I'm Dina*. Encourage students to say *Hello, Dina*. Repeat for Adam.
2 Play the song. After each person is mentioned, stop the song. Ask students to point to



the correct person in the picture.

Audioscript

Dina: *Hello, I'm Dina!*
This is my family.
This is my mommy.
Hello, Mommy!
This is my daddy.
Hello, Daddy!
This is my brother.
Hello, Adam!
This is my grandma.
Hello, Grandma!
This is my grandpa.
Hello, Grandpa!

Adam: *Hello, I'm Adam!*
This is my family.
This is my mommy.
Hello, Mommy!
This is my daddy.
Hello, Daddy!
This is my sister.
Hello, Dina!
This is my grandma.
Hello, Grandma!
This is my grandpa.
Hello, Grandpa!

3 Play the song again. Students gradually sing along with the song as much as they can. Point to each family member on the page, as you sing along with each verse.

4 When students feel confident enough, play the version of the song without words. Students sing with as many of the words as they can remember.
5 Play the song again and ask the girls to sing Dina's verse and the boys to sing Adam's verse.



Digital link - A video of this song can be accessed by scanning this QR code.

LESSON 1 page 59

1 Find, cut, and paste

1 Help students find page 59. Encourage students to point to the main family picture again and say the family members: *grandma, grandpa, mommy, daddy, brother, sister*.
2 Point to the empty frames and say *Let's cut and stick the pictures.* Help students find the cut-outs at the back of their books.
3 Point to each family member in turn. Say *Where is (grandpa)?* Encourage students to Cut the pictures out and stick them on the frames near each person in the main frame.
4 Ask students to hold up their books so that you can check that they've completed the task. Say *Well done!*

2 Match and say

1 Use the picture of the whole family in the center of the page to elicit the words *Mommy, Daddy, grandma, grandpa, sister, brother*.
2 Then say *Now match*. Demonstrate by pointing at the Mommy in the main family picture. Ask *Who's this?* Point to the individual pictures around the main picture and ask *Where is Mommy?* Point to Daddy and ask *Is this Mommy? No*. Point to Mommy and ask *Is this Mommy? Yes*. Demonstrate how to trace the line that matches the two pictures of Mommy.
3 Students work in pairs and use their pencils to trace over the matching line from the individual Mommy to the Mommy in the main family picture.
4 Ask students to match the other family members on the page.
5 Students will notice that there is an empty frame for an individual picture. Tell them that they will use the empty frame for the next activity.

Fast finishers

- Students can draw and color a picture of a member of their own family. Then, in pairs, students can show their picture to a partner and say the family members. You can use these drawings to make a classroom display and use it to practice the family vocabulary.



Practice game

- Play *Point to the picture* (Games Bank, page 87).
1 Use the family member pictures that you used to present the words.
2 Alternatively, students could play this in pairs using the pictures on the Student's Book page.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about our families.*
  We sang a song.
  Next we will talk about helping our families.

LESSON 2 page 60

Objectives: To use vocabulary for family members to talk about your family
To reinforce the importance of helping others
To listen and sing along a song to reinforce the new language

Life skills: Self-management

Values: Empathy

Vocabulary: *brother, daddy, mommy, sister, grandma, grandpa*

Language: *Let's help! Can I help you? Yes, please. / No, thank you.*

Materials: Student's Book, pages 60 and 61
Class CD
White paper
Family pictures: a mother (mommy), a father (daddy), a brother, a sister, a grandmother (grandma), a grandfather (grandpa)

Opener

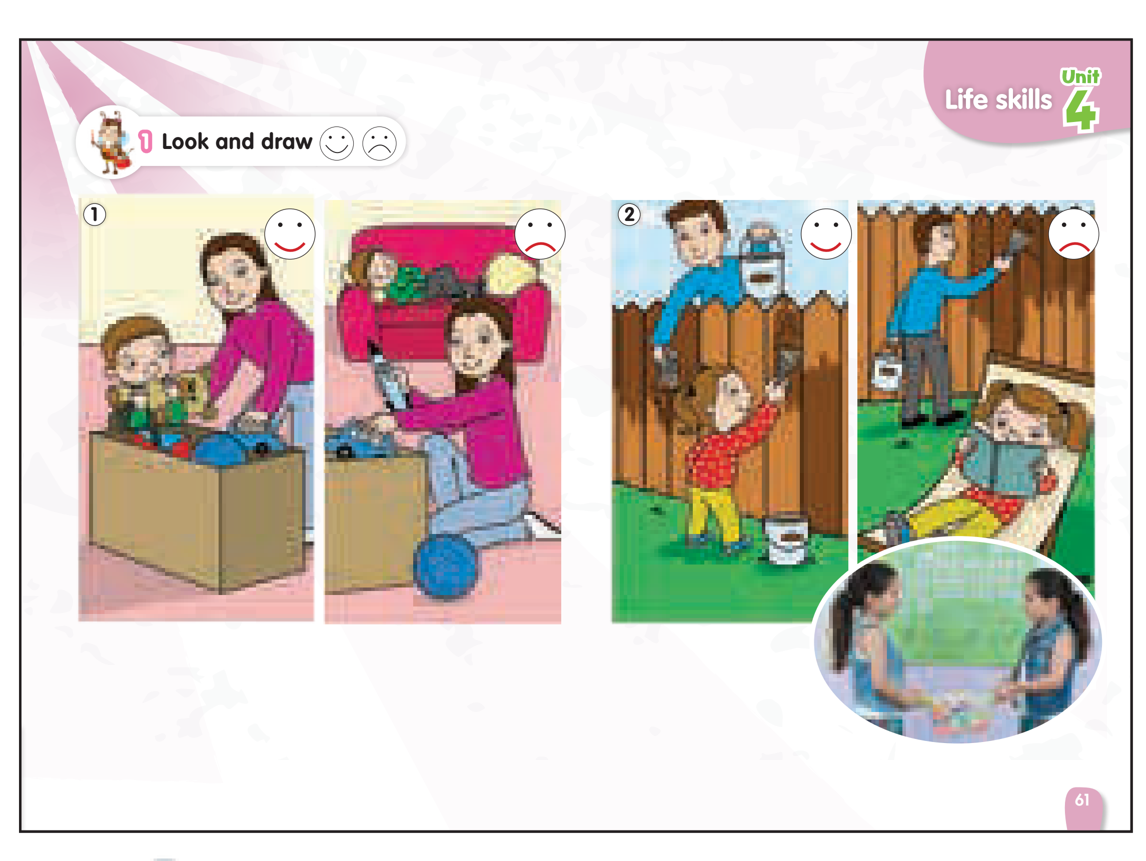
- Play the song from lesson 1, Student's Book page 58, again with the class and ask students to sing along with the song as much as they can.
- Revise the family words. Put the family pictures on the walls around the classroom. Say a word and ask students to point to the correct picture. For example, if you say *mommy* students should point to the picture of mommy.



1 Look and say

1 Help students to find page 60. Ask students to focus on the small photos at the top of page (daddy, mommy, brother, sister). For each one, point to the photo and the word and say the word. Students need to repeat after you, while pointing to the photos.
2 Say *Now look and say*. Ask students to look at the three big photos at the bottom of the page and find the same family members described in the small photos. For example, students say the word *daddy* and point to the daddy in the first big photo (on the left of the page). Then, they say *sister* and point to the picture of the two sisters who are helping each other in the second big photo (in the middle). Repeat for *brother* in the third photo (on the right).
3 Say *Look, the children are helping each other.* Ask the children to say what the people are doing in each photo (watering plants, pouring a glass of water, riding a bike). For each photo, ask *What are they doing? Is this good or bad? Why? Do you like this? pouring a glass of water*
4 Do students help their family at home? What do they do? How do they help at school? Is it important to help others? Why?



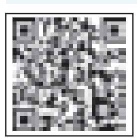


2 [CD 1.40] Sing and do

1 Play the song. Students listen and point to the family members on the page as they hear them mentioned in the song.
2 Play the song again, this time encouraging the children to mime helping, as they listen.
3 Gradually, students sing along with the words, miming the actions of helping, as they sing. Point to the sentence, *I help my family!* Say it out loud, then ask students to point to it and repeat. Ask students to point to the sentence and say it to their shoulder partner.

Audioscript

Let's help!
Let's help!
Our family
I help my daddy
I help my mommy
I help my brother
I help my sister
Let's help!
Let's help!
Our family!
[Repeat]



Digital link - A video of this song can be accessed by scanning this QR code.

LESSON 2 page 61



1 Look and draw ☺ or ☹

1 Ask students to look at the pictures. Ask *What can you see?* Accept all correct answers (mommy, daddy, sister, brother, chair, book). Praise all efforts.
2 Now ask students to look at the pictures in 1 (on the left). Say *What is happening? Is this good or bad?* Ask students what the differences are between the two pictures. Who is helping? Which picture is good and which picture is bad? Ask the students to draw a happy face for the picture which shows the good example and a sad face for the picture which shows the bad example.
3 Repeat the process for the pictures in 2. Go around the classroom and help as necessary.



Fast finishers

- Students can draw themselves helping at home. Ask them what they do. Do they help their parents, their brothers and sisters and their grandparents?
- Students who do not have time to do this in class can do it at home and bring it to show you next lesson.

Practice game

- Play *Who's missing?* (Games Bank, page 88) with the family vocabulary.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can help our families.*
  We sang a song.
  Next we will talk about our own families.



LESSON 3 page 62

Objectives: To use vocabulary for identifying a family member
To listen to and practice describing a picture of family members, in pairs

Life skills: Communication; self-expression

Vocabulary: *mommy, daddy, sister, brother, grandma, grandpa*

Language: *This is my (mommy).*

Materials: Student's Book, pages 62 and 63
Class CD
Paper
Coloring pencils or crayons for each child
Family pictures: a mother (mommy), a father (daddy), a brother, a sister, a grandmother (grandma), a grandfather (grandpa)

Opener

- Use the family pictures to review the vocabulary for family members.
- Play the *Helping others* song from lesson 2, page 60 again. Encourage the children to join in as much as they can and to point to each family member as they hear them mentioned.

1 [CD 1.41] Look, listen, and point

1 Help students to find page 62. Look at the picture with the class. Ask *What can you see?* There are three children and each have a picture of their family members. The first boy (on the left) has a picture of his mommy and daddy and the girl has a picture of her sister and her brother. The second boy (on the right) has a picture of his grandma and grandpa. Accept all answers to encourage students to observe, but guide them to talk about the pictures of family members if they are unable to produce. Ask leading questions if they can't produce. e.g. for picture one, ask *Is this daddy and mommy?*
2 Say *Listen and point*. Play the first speaker on the CD then pause. Ask students to look at their books and point to the person they think is speaking. Play the first speaker again and this time, ask students to point to the correct person on the first boy's picture (on the left) as they hear them mentioned.
3 Repeat the same process for the girl and the second boy (on the right).
4 Play the CD again for students to listen and point to the family members for all three speakers.



Audioscript

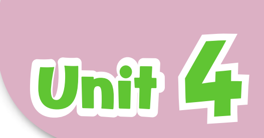
Narrator: *1*
Boy 1: *This is my mommy.*
This is my daddy.

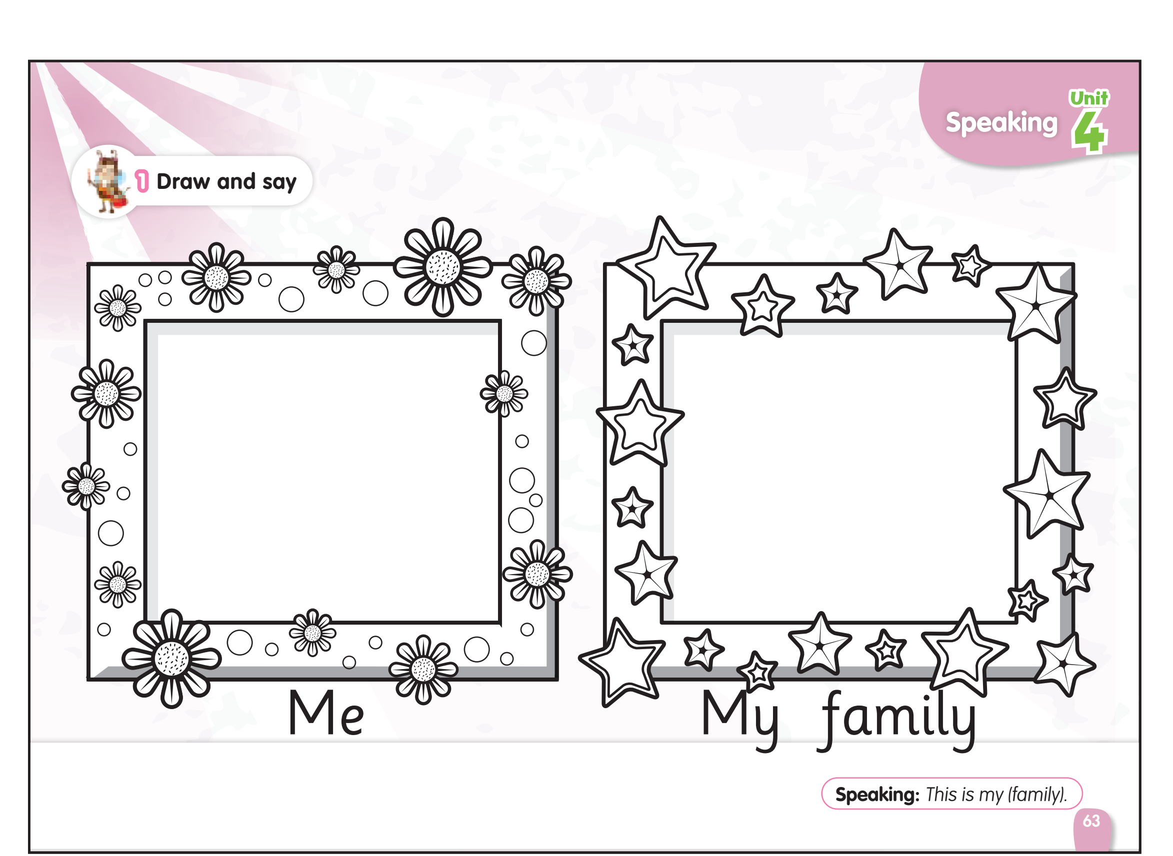
Narrator: *2*
Girl 1: *This is my brother.*
This is my sister.

Narrator: *3*
Boy 2: *This is my grandma.*
This is my grandpa.

2 Look, draw, and say

1 Play the first speaker on the CD again. Hold up the family pictures of mommy and daddy. Ask students to repeat the sentences *This is my mommy. This is my daddy*.





2 Hand out a piece of paper to each student. Ask them to draw two members of their family on the paper.
3 Students work in pairs. They take it in turns to point to pictures of family members and say *This is my (mommy)*.
4 Confident learners can demonstrate saying the sentences in front of the class.

LESSON 3 page 63

1 Draw and say

1 Help students to find page 63. Review the words *mommy, daddy, sister, brother, grandma, grandpa*.
2 Point to the empty picture frame and tell your students they are going to draw pictures of their own family. In the first frame, they should draw a picture of themselves. In the second frame, they should draw their family.
3 Students draw their pictures. They then use coloring pencils or crayons to color them.
4 Go around the room and monitor the work, asking individual students *Who's this?*

Encourage them to respond *This is me. This is my family. This is my (grandma).*
5 Confident learners can stand at the front of the class, show their pictures and say who they have drawn in front of the class. Ask students to hold up their books so that you can check that they've completed the task.

Fast finishers



- Students can work in pairs, show their pictures to a partner and say *This is my (sister)*.

Practice game

- Ask students to draw their family members on a piece of paper.
- Collect the pieces of paper from the class.
- Then hold up each drawing and ask the class to guess whose family is drawn on each piece of paper.
- Students call out their guesses.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about our own families.*
  We drew pictures of our families.
  Next we will learn about the /d/ sound.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.



LESSON 4 page 64

Objectives: To recognize the letter sound /d/
To find words with the /d/ sound
To trace and copy the letter *d* and *D*

Vocabulary: *daddy, doll, duck, dog*

Materials: Student's Book, pages 64 and 65
Class CD
Pencils
A cut-out picture of a man from a magazine to represent *daddy*, a picture of a duck
Optional: music for the *Practice game*

Opener

- Review the vocabulary for family members by asking students about their own families. Ask *Do you have brothers and sisters? How many?* (Review by counting one, two, three, four, five.)

Presentation

1 Show a picture of a duck and ask *What's this?* Say *duck*. Students repeat after you.
2 Write *d* on the board. Point to the letter and say /*d*/. Students repeat the sound /*d*/ with you.
3 Then show the picture of the duck again and elicit *duck*. Write the word *duck* on the board. Circle the *d* at the start of the word.
4 Point again to the letter sound /d/ on the board and elicit the sound /*d*/. Do this several times.
5 Show a picture of a man (to represent Daddy) cut out of a magazine and ask *Who's this?* Elicit *Daddy*. Then say *Daddy*. Students repeat after you.
6 Write *D* on the board. Point to the letter and say /d/. Students repeat the sound /d/ with you. Explain that there are two ways to write this sound. We usually use d, but we use D at the start of sentences and names.
7 Then show the cut-out magazine picture of Daddy again and elicit *Daddy*. Write the word *Daddy* on the board. Circle the *D* at the start of the word. If students notice that the letter d appears in the middle of the word too, say *Well done!* and make sure that they understand that the same sound is at the start and in the middle of this word.
8 Point again to *d* and *D* on the board and elicit the sound /*d*/. Do this several times.



1 [CD 1.42] Look, listen, and repeat

1 Help students to find page 64.
2 Point to the picture of Daddy and ask *Who's this? (Daddy)*. Students say the word.
3 Then point to the letter *D* on the page and say the sound /d/. Students repeat after you. Practice this several times.
4 Point to the duck and ask *What's this?* (duck). Elicit the word.
5 Point to the letter d on the page and say the sound /d/. Students repeat after you. Practice this several times.
6 Play the CD. Say the chant first with the class. Then ask students to listen and repeat the /d/ sound. Say /d/.

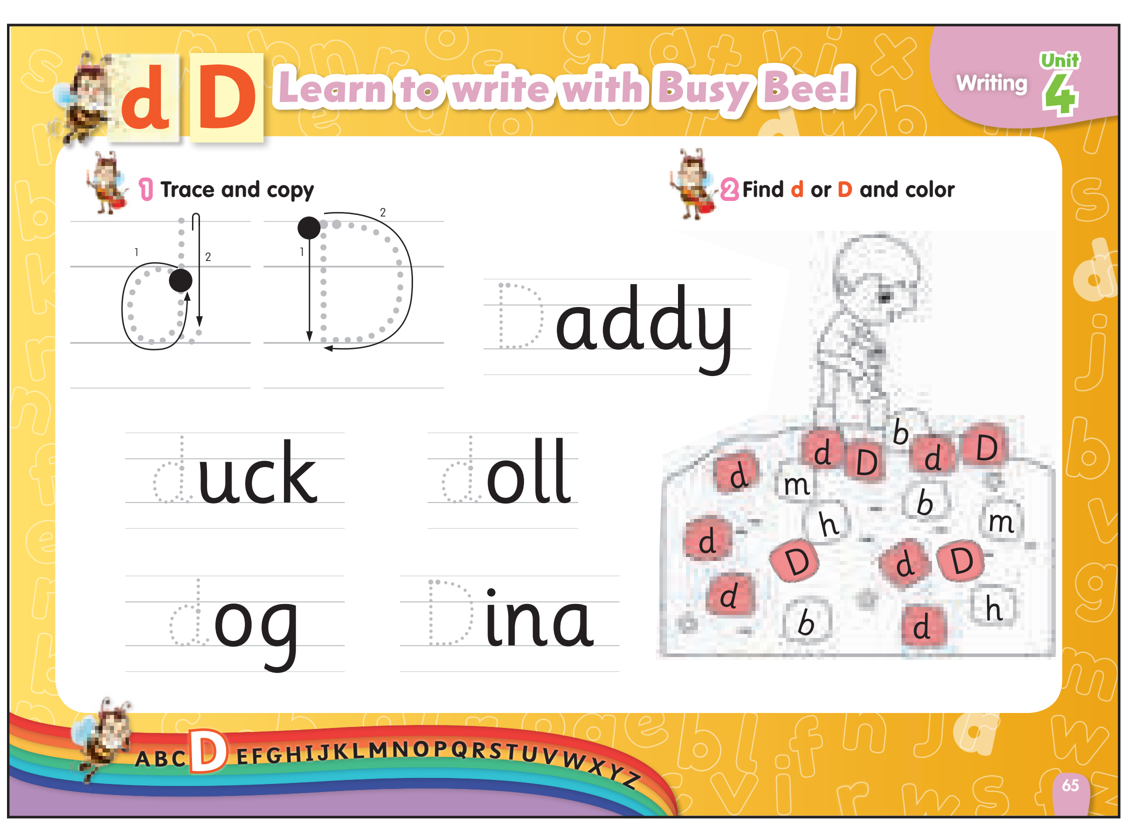
Audioscript

Everyone listen,
Listen to me.
Listen and repeat,
Repeat after me.

d
d, d,

d, d, d!
d daddy,
Daddy!





2 Look and circle d or D

1 Look at the photos with the class and elicit the items: *What can you see? (Daddy, duck, dog, doll, Dina).* Say the words together with the class.
2 Point to Daddy. Say the word *Daddy*. Say */d/ Daddy*. Point to the initial *D* and show students how to draw a circle around it. If they circle the *d*s in the centre of the word, that is also correct.
3 Point to the duck. Say the word *duck*. Say */d/ duck*. Ask the students to draw a circle around *d*.
4 Repeat in the same way for all the words.
5 Ask students to hold up their books to show you their answers.

Extra practice

❏ Point to each picture and ask the class to say the sound /d/ and the word.

LESSON 4 page 65

1 Trace and copy

1 Model the letter formation for the letter *d*. With your back to the class, write a large letter *d* in the air with your finger while saying the sound /d/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Invite one student to the front of the class and, as a pair, demonstrate writing the letter *d* on each other's backs. Then ask all the students to get into pairs and do the same.
4 Then model correct letter formation on the board.
5 Repeat steps 1-4 for the uppercase letter D.
6 Make sure the students are sitting in a comfortable position for writing and holding their pencil correctly.
7 Help students to find page 65. Students trace over the dotted letters in their book with their finger, making sure that they follow the direction of the arrows.
8 Students then trace the letters in each word. Ask students to hold up their books so that you can check that they've completed the task.

2 Find d or D and color

1 Ask students to look at the picture and elicit *Daddy*.
2 Ask them to point to the letters and say the letter sounds.
3 Then ask them to point to the letter *d* and say /d/. They choose a color and color all the d letters.

Fast finishers



- Students play *Copy it* (Games Bank, page 86) in pairs with the letters *h, m, b*, and *d*.

Practice game

- Write *h/hello, b/book, m/Mommy* and *d/Daddy* on large pieces of paper. Position them in three separate areas around the room.
- Review the letter sounds /h/, /b/, /m/, /d/ and the words that relate to them (hello, book, Mommy, duck) by miming the action of each one, as a prompt (waving and saying *hello,* miming opening and closing a book, giving a hug, walking like a duck). Encourage students to stand up and join in.
- Play music and ask students to walk around the room. When the music stops, you say the letter sound and have students move to that area. When all the students have found the



correct letter sound, have them mime the action that relates to that letter sound.
- Keep playing the game until all the letter sounds have been practiced.

Closing

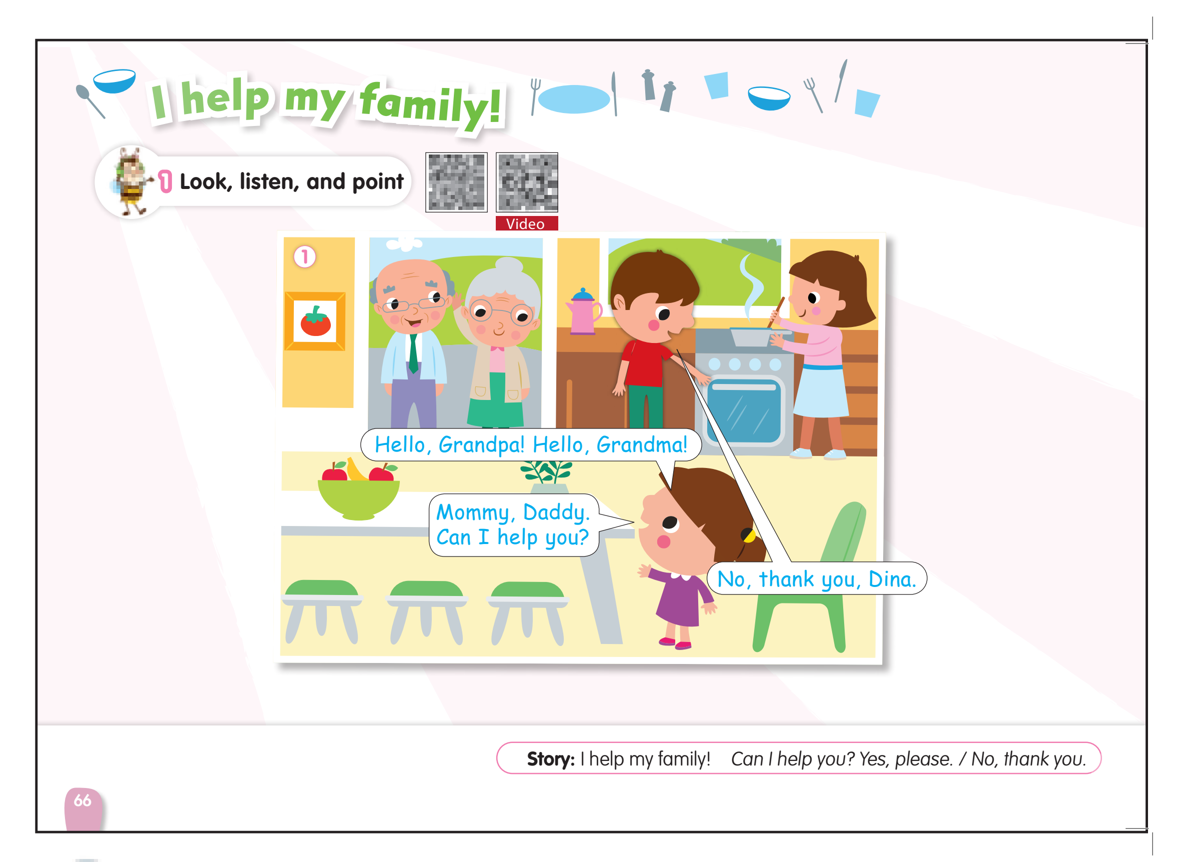
- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say* /d/.
  We can recognize and write the letter d and *D.*
  We can find words with the /d/ *sound.*
  Next we will read a story about Adam and Dina helping their family.

LESSON 5 page 66

Objectives:	To identify vocabulary for family members in a picture story To listen to and follow a picture story To think about what happens next in a story (prediction) To discuss and understand the importance of helping others To learn about families for plants, animals and people
Life skills:	Problem solving
Values:	Love for family
Vocabulary:	*mommy, daddy, sister, brother, grandma, grandpa*
Language:	*Can I help you? Yes, please. / No, thank you.*
Values:	Helping others
Materials:	Student's Book, pages 66-71 Class CD Family pictures: a mother (mommy), a father (daddy), a brother, a sister, a grandmother (grandma), a grandfather (grandpa)

Opener

- Revise the words for family members, using the family pictures. Put the pictures on the board.
- Play the *Helping others* song from lesson 1, page 60 again. Encourage the children to sing along as much as they can and to point to each family member on the board as they hear them mentioned.

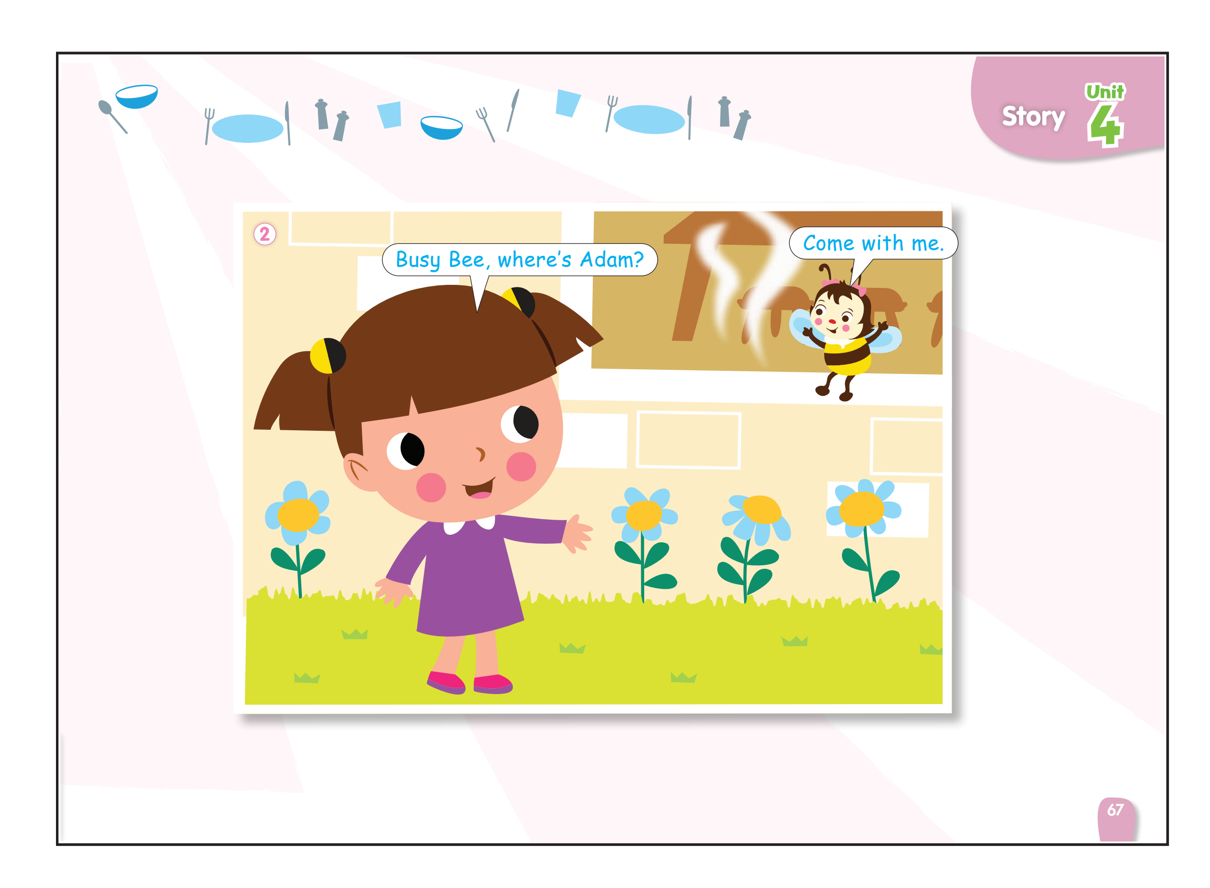


1 [CD 1.43] Look, listen, and point

1 Help students to find page 66.
2 Look at the first frame with the class. Ask them what and who they can see in the pictures by pointing to the characters and the flowers and saying *Who's/What's this?* Make sure students can remember the family words.
3 Point to frame 1. Ask *Who is it? What are they doing?* Elicit that Grandpa and Grandma are arriving. Daddy and Mommy are cooking. Dina is talking. Play the first part of the CD.

Audioscript

Narrator:	*1*
Dina:	*Hello Grandpa! Hello Grandma!* *Mommy, Daddy. Can I help you?*
Daddy:	*No, thank you, Dina.*





LESSON 5 page 67

1 Point to frame 2. Say *Who is it? What are they doing?* Elicit that Busy Bee and Dina are talking. Play the second part of the CD.

Audioscript

Narrator: *2*
Dina: *Busy Bee, where's Adam?*
Busy Bee: *Come with me.*



LESSON 5 page 68

1 Point to frame 3. Say *Who is it? What is he doing? Is he happy?* Elicit that Adam is setting the table. He is worried. Say *Oh no, Adam looks worried. Why do you think Adam is worried?* Elicit that Adam doesn't know how to set the table. Ask *What will Adam do? What will Dina do?*

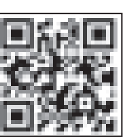
Audioscript

Narrator: *3*
Adam: *Hmmm?*









Digital link - An animated version of this story can be accessed by scanning this QR code.

Help your family!

- Look at the photograph with the class. Ask *What can you see?* (The girl is holding some plates, so that she can help to set the table.) Ask if students help to set the table at home.
- If you have any toy cutlery, plates and glasses, you could lay a cloth on a table and encourage the children to come up in small groups and to set the table. Use various utensils to lay a table. One with only the basics: spoons, plates and glasses and another with forks, knives, etc. Discuss different utensils with the students. Ask them about different foods. What do you need to eat ...? For example, soup, bread, yoghurt, pasta, etc.

LESSON 5 page 69

1 Continue playing the story. Were your students' predictions correct? (Dina asks Adam if she can help him and he says *Yes, please*, making them both happy).
2 Play the story again. Students listen, point to each frame and join in with any words that they can.
3 You could also play the CD and pause before each family member word, point to the person in the frame and encourage the class to say the word.

Audioscript

Narrator: *4*
Dina: *Can I help you, Adam?*
Adam: *Yes, please, Dina!*

Narrator: *5*
Adam: *Thank you, Dina.*



LESSON 5 page 70

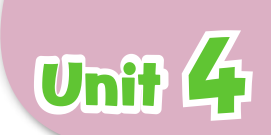
1 Look, circle, and repeat

1 Help students to find page 70. Use the pictures to elicit the words: *Daddy, Mommy, Dina, Busy Bee*.
2 Point to the first picture and say *Look and say the first letter.* Students look at the first word and say *D*, Daddy. Repeat the letter and the word.
3 Say *Now look and circle*. Students decide which letter they should circle.
4 Repeat the procedure for the other pictures and letters.

2 Look, circle, and say

1 Use the pictures to elicit the words: *mug, dog, book and hand*.
2 Point to the first picture and say *Look and say the first letter.* Students look at the first word and say *m*.
3 Say *Now look and circle*. Students decide which letter they should circle.
4 Repeat the procedure for the other pictures and letters.







LESSON 5 page 71

1 [CD 1.44] Look, listen, and point

1 Help students to find page 71. Look at the pictures with the class. Ask *What can you see?* Help students to say the answers *(puppy, duckling, seeds, baby, duck, mommy, tree, dog)*.
2 Point to each picture and say the word. Ask students to repeat, once at normal volume, once whispering and once shouting.
3 Say *Listen and point*. Play the first word on the CD. Students point at the correct picture. Go around the class and check. Praise good work.
4 Continue to play the CD word by word. Ask students to hold up their books and show you which picture they are pointing to.

Audioscript

Narrator: *puppy duckling seeds baby duck mommy tree dog*

2 Say

1 Put students into pairs. Ask one child in each pair to show the book to their partner and to point at a picture. Their partner should say the word. When they have finished, the two children should swap roles.
2 Go around the classroom as they work and help as necessary. Encourage students to help each other and correct their pronunciation.

3 Look and match

1 Point to the four pictures at the top of the page. Elicit the words. Say *Are they old or young?* Elicit that they are young.
2 Point to the four pictures at the bottom of the page. Elicit the words. Say *Are they older or younger?* Elicit that they are older.
3 Say *We all have families*. Point at the puppy. Say *Who is in the puppy's family?* Encourage students to follow the example line from the puppy to the dog. Say *Well done!* The puppy and the dog are in the same family.
4 Point at the duckling. Say *Who is in the duckling's family? Is it the mommy? No? Is it the tree? No? Is it the duck? Yes!* Ask students to draw a line from the duckling to the duck.
5 Repeat step 4 for the seeds and mommy.
6 Discuss families with the class. Do students know any other animal families?

Fast finishers



- Students can act out small sections of the story on page 66 in groups.

Practice game

- Play *What's missing?* (Games Bank, page 88) with the unit vocabulary.

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story. Adam and Dina helped their family.*
  We learned about families.
  Next we will make a family tree.
- Say *Thank you* to students for being active and smart. Ask student to say *Thank you* to their partners for being helpful.



LESSON 6 page 72

Objectives: To work on a project to make a handprint family tree
To practice words for family members
To talk about a family tree

Life Skills: Creativity

Vocabulary: *mommy, daddy, sister, brother, grandma, grandpa*

Materials: Student's Book, pages 72 and 73
Brown crayons, paper plates, green paint, paper, glue, cut out white circles and coloring pencils or crayons.
Optional: photos of your own family members (daddy, mommy, grandma, grandpa, brothers, sisters)

Opener

- Play the story again from Lesson 5. Encourage students to join in as much as they can.
- Ask small groups of children to act out each scene at the front of the class. Help them as necessary.

Presentation

1 Talk about families with the class. Elicit the name of each family member. Tell the children about your own family (you could bring in photos of family members to illustrate). You could then stick your own family photos onto the board and use board pens to draw a family tree around them as on Student's Book page 72. Say *This is my family tree.*
2 Alternatively, draw a simple picture of a tree outline on the board and introduce the idea of a family tree by drawing simple pictures of a mommy and daddy high on the tree and a brother and sister lower down on the tree.

1 Look and do

1 Help students to find page 72.
2 Ask students to look at the pictures. Say *Look! A family tree. Look! Can you see mommy, daddy, grandpa, grandma, sister and brother?*
3 Say *Can you make your family tree?*
4 Distribute paper, pencils and brown crayons to each child. Show students frame 1 on page 72. Tell them to draw a simple tree outline and color it in with a brown crayon.
5 Focus your students' attention on step 2. Show the students a paper plate of green paint and teach the color *green*.

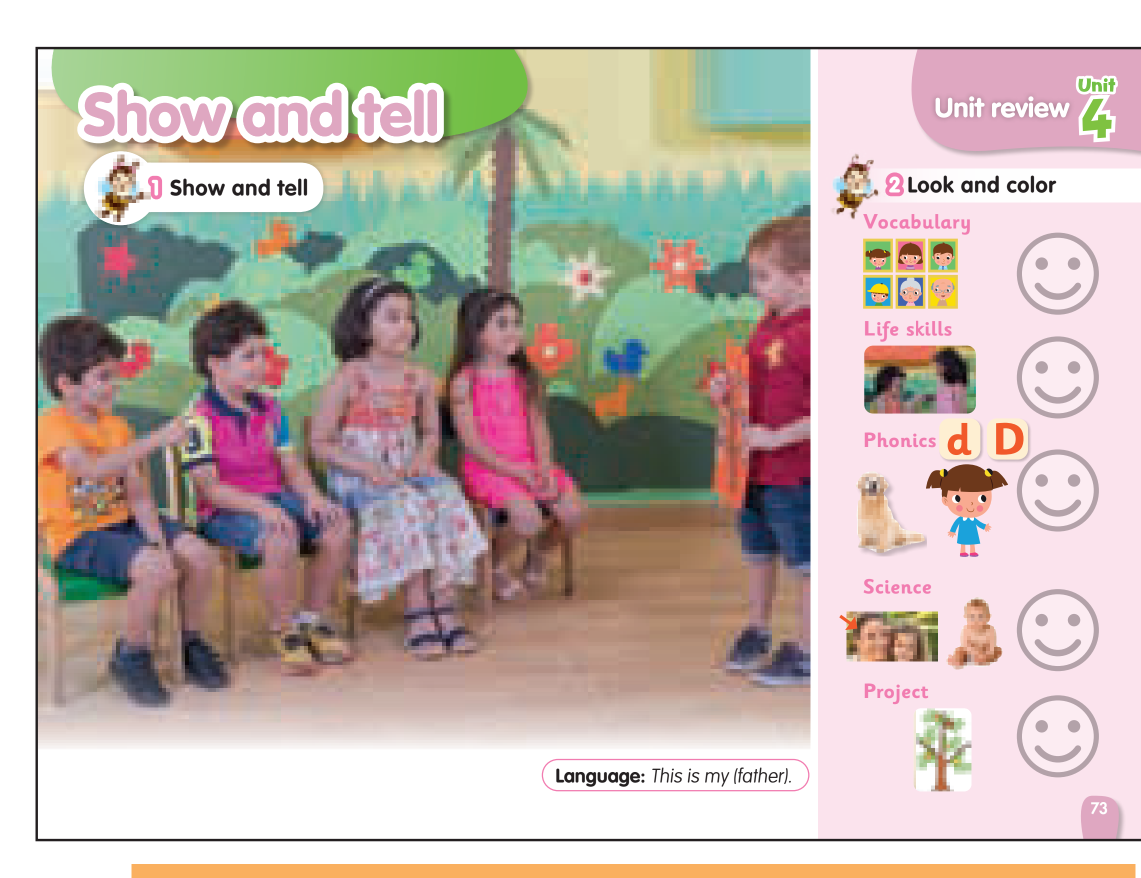


6 Distribute a plate of green paint to each group in the class.Tell students to work together and share the green paint. They have to take turns and wait for other people to finish.
7 Students work individually to place a hand in the green paint and press their hand to the paper to make a handprint leaf, repeating this until they have enough leaves for their family.
8 Tell students to put the trees to one side so that the paint can dry. Ask them to wash their hands.
9 In groups, students can tidy their tables and put the paint away.
10 While the paint is drying, give white circles of paper to each group.
11 Tell students to work individually and to draw a family member on each circle.
12 When the paint is dry, give glue to each group. Tell students to share the glue.
13 Students stick their white circles on the leaves of their family trees.



Fast finishers

- In pairs, students show their completed family tree to a partner and say *This is my family.* Then they point to a family member and say *This is my (mommy).*



LESSON 6 page 73

1 Show and tell

1 Help students to find page 73. Look at the page with the class and explain that the boy in the photograph is talking about his family tree.
2 Say *Let's talk about our family trees.*
3 Choose a confident student to come to the front with their family tree.
4 Put the family tree on the wall, so that the student can point to it. Point to a person on their family tree and ask them *Who is this?*
5 Encourage the students to use words and phrases that they have learned, such as *This is my (brother).*
6 Let students talk freely about their family trees. Do not interrupt them or ask questions unless they need help. Ask the students to work in groups to present their posters to their friends in the same way. Go around the class and help as necessary.
7 When the students are finished, use calling sticks to choose two or three students to come to the front and present their family trees to the class.

2 Look and color

1 Hold up your book. Point to the *Vocabulary* words. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should color the smiley face next to the words.
2 Point to the *Life skills* photo. Ask *What are they doing?* to elicit *help*. Discuss why helping our families is important. Ask students to color the smiley face next to the photo if they know why helping our families is important.
3 Draw the letter *d* and *D* on the board. Point to the photos of the dog and Dina in the book. Ask *What is it?* to elicit *dog* and *Dina*. Can the students think of any more words that start with *d*?
4 With your back to the class, write a large letter *d* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat with the Letter D.
5 Ask your students to color the smiley face next to the *Phonics* words if they know the letter d.
6 Point to the *Science* photos. Ask *What are they?* to elicit *mommy* and *baby*. Discuss different families for animals, plants and people.
7 Point to the *Project* picture. Ask *What is it?* to elicit *This is my family*. Ask the students to color the smiley face next to the photo if they can do it.
8 Tell students to color the smiley face if they understand different families.

Practice game

- Play *Guess the picture* (Games Bank, page 86) to practice the family member words.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We made our family trees.*
  We talked about our families.
  Next we will revise words from units 1 to 4.
- Say *Thank you!* to students for being so good and creative! Ask students to say *Thank you!* to their shoulder partners and their teacher for providing help.



PLAY TIME page 74

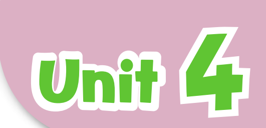


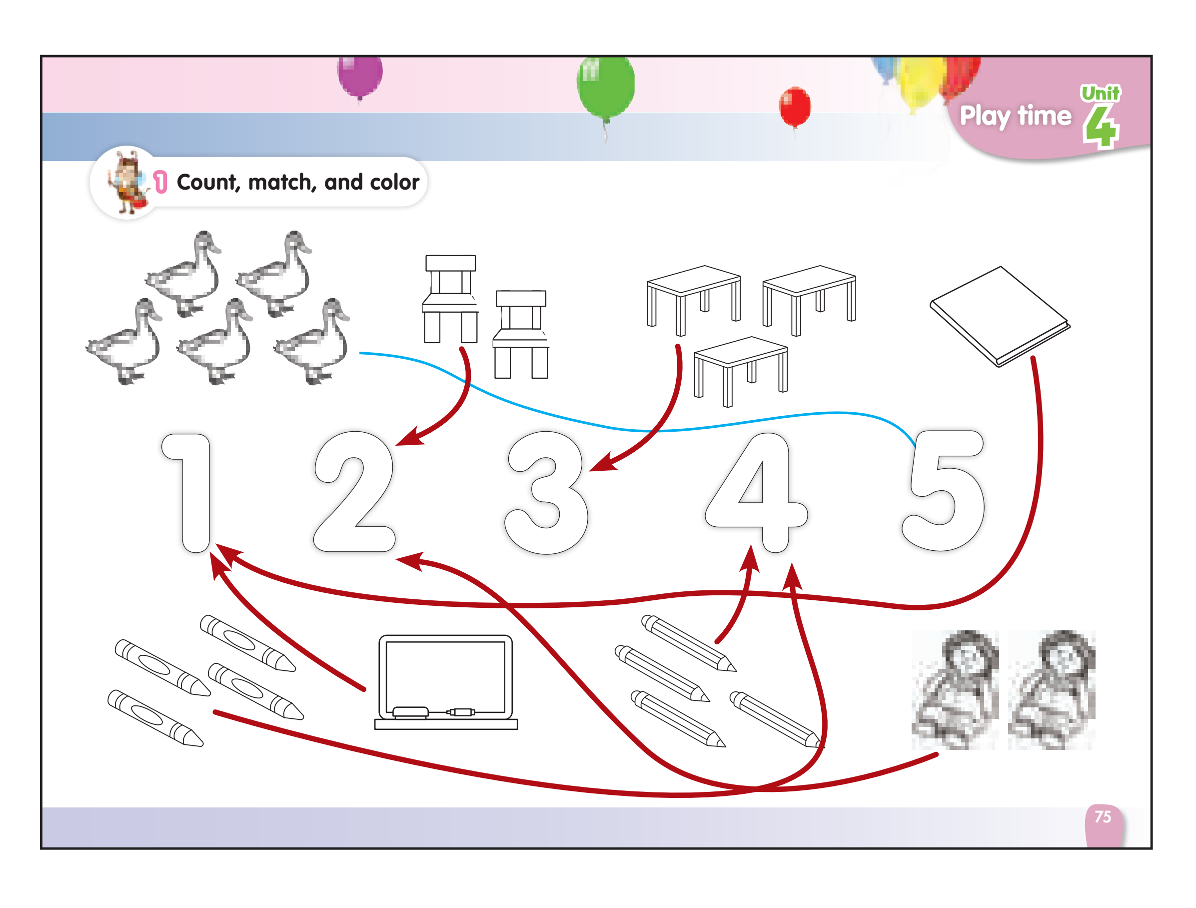
- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count, match, and trace

1 Remind students of the numbers 1-5. You can ask them to look at pages 6-7 for help if they cannot remember.
2 Tell the students to count the objects.
3 When they are happy that they know how many objects there are, tell them to find the correct number and draw a matching line to it. They can then trace the number.







PLAY TIME 



page 75

- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count, match, and color

1. Remind students of the numbers 1-5. You can ask them to look at pages 6-7 for help if they cannot remember.
2. Tell students to count the objects.
3. When they are happy that they know how many objects there are, tell them to find the correct number and draw a matching line to it.
4. Ask students to color all the pictures.



PLAY TIME page 76



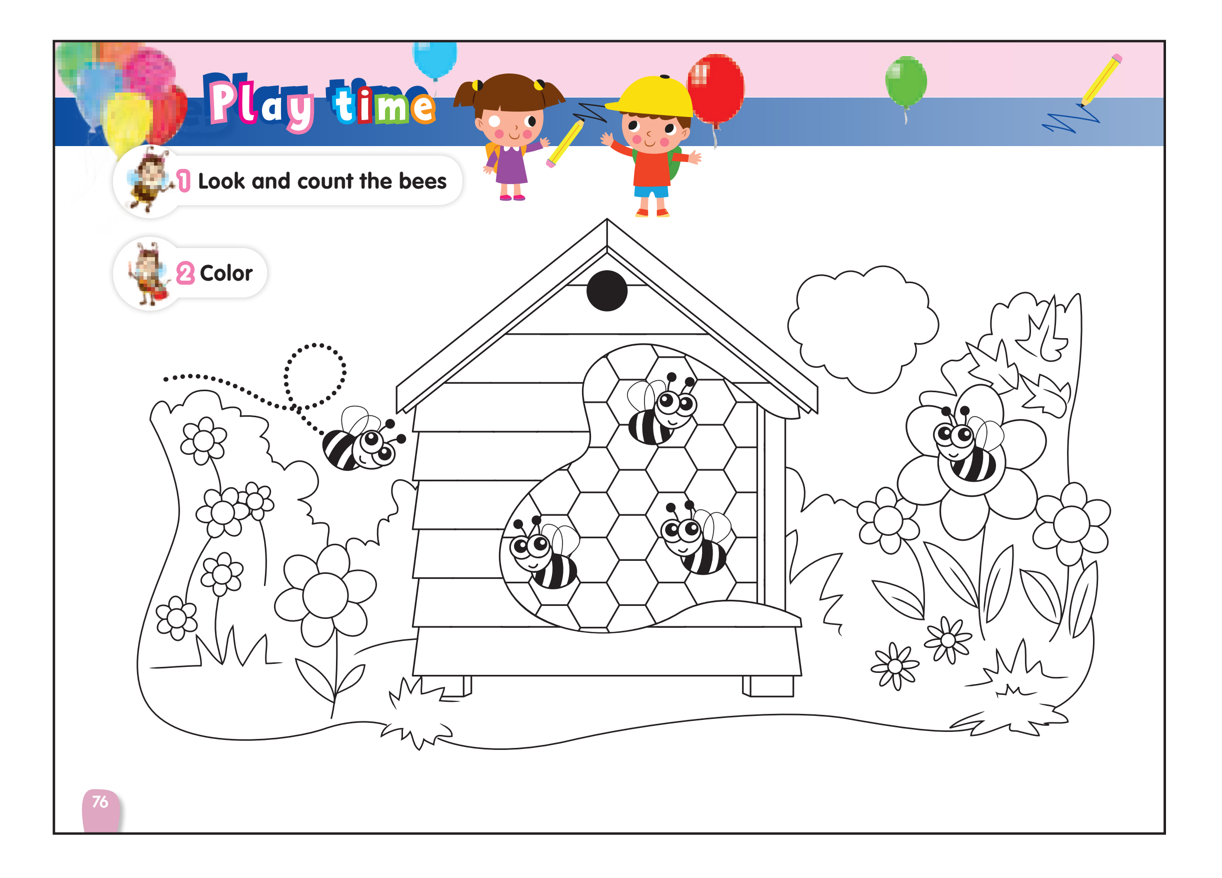
- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

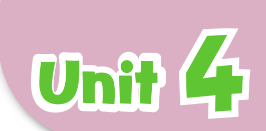
1 Look and count the bees

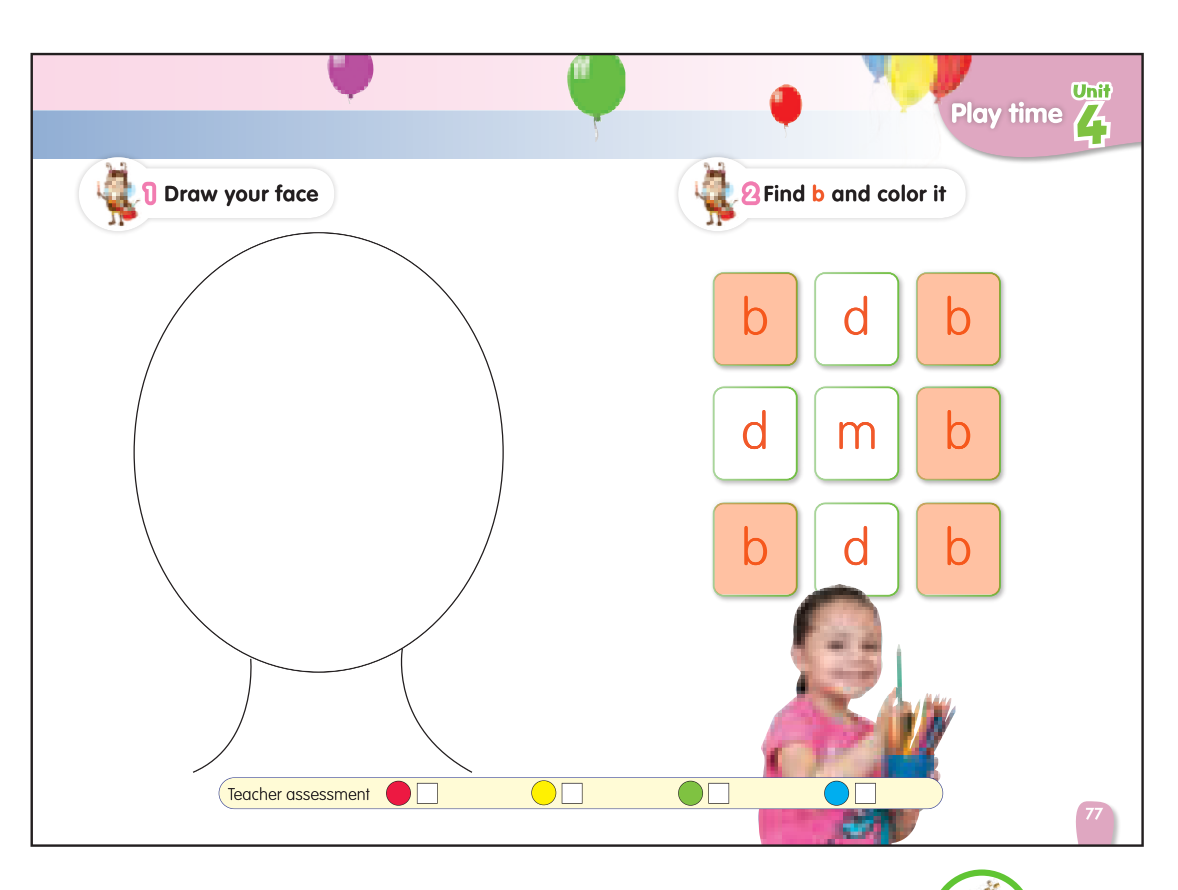
1 Point to a bee and ask *What is it?*
2 Tell students to count the bees. Elict *five*.

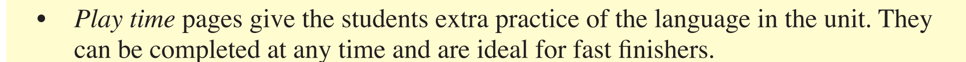
2 Color

1 Ask students to color the picture carefully.
2 Ask students to count the flowers and the bees.
3 Tell them to work in pairs and tell their partner about the picture. They can talk about the colors and say any words they know (bee, flower, honey).









- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Draw your face

1 Ask the students to draw their own face in the space provided.
2 When they have finished, they can show the picture to a partner and say *Hello, I'm (name).*

2 Find b and color it

1 Ask the students to look carefully at the letters and to color any square which contains the letter *b*. Make sure students use light colors like yellow, pink, light blue or green to color the boxes so that the letters do not disappear when they are colored.
2 Remind them to be careful not to confuse *b* with *d*. They can look back at pages 44-45 and pages 64-65 if they need help. Please note that many children confuse *d* and *b* when they are first learning to read and write in English. If these problems continue for a long time, it may be an indication that the child has dyslexia. Therefore, it is useful to make a note of this difficulty when you notice it in your students and to check their progress over time.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. Remember that your assessment is based on your students' performance. See the introduction page xvii for more information about the color coding.
- Remember that your assessment is based on the students' performance throughout the unit. To make your assessment an easy process, list the unit learning objectives and tick the color code that represents students' performance.

LESSON 1 page 78

Objectives: To revise the vocabulary from units 1-4

Vocabulary:
Unit 1: *Busy Bee, Adam, Dina, hello, goodbye, flower, friend*
Unit 2: *ear, eye, hair, hand, nose, mouth*
Unit 3: *board, book, chair, crayon, pencil, table*
Unit 4: *brother, daddy, grandma, grandpa, mommy, sister*
Colors: *black, blue, red, yellow*
Numbers: *one, two, three, four, five*

Materials: Student's Book, pages 78 and 79
Class CD
Coloring pencils or crayons

Opener

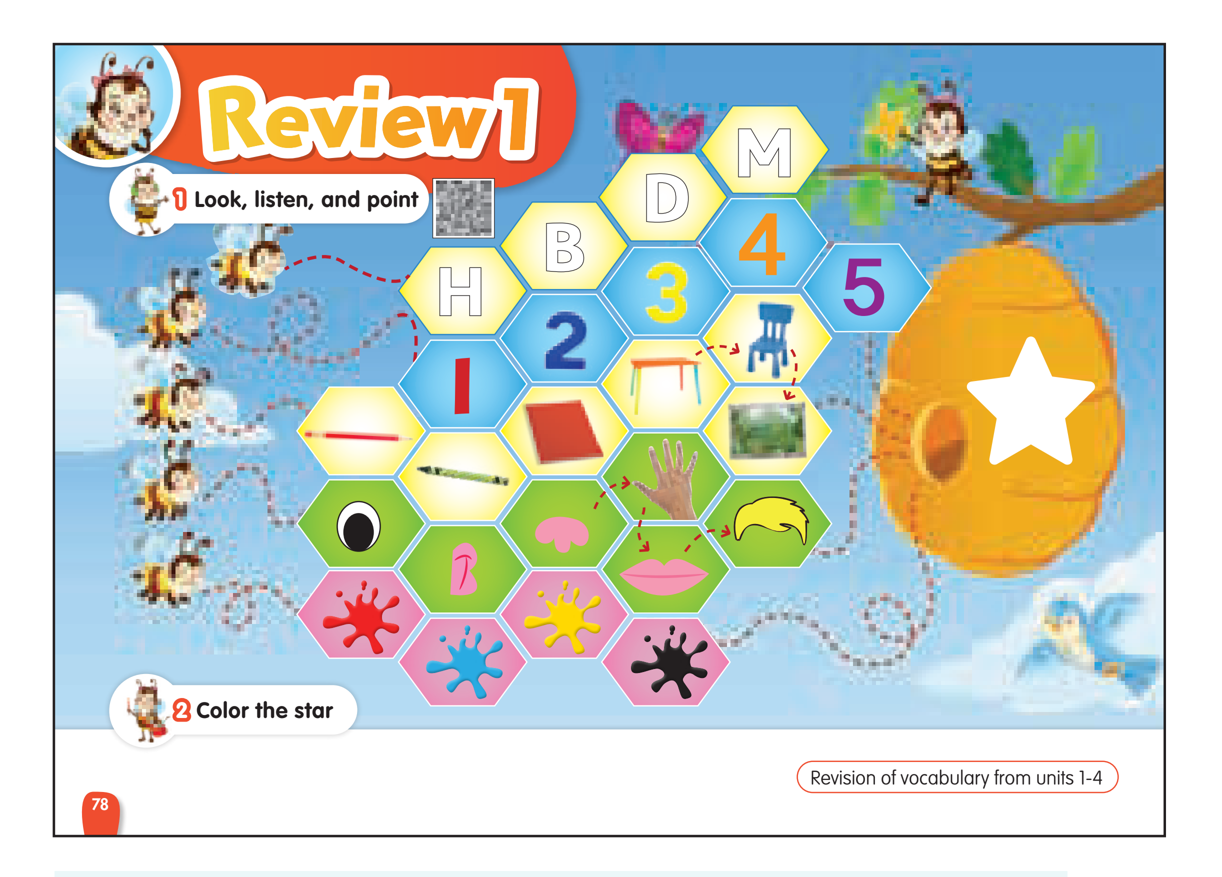
- Welcome the children with a smile.
- Revise the vocabulary from units 1-4 with a game of *Guess the picture* (Games Bank, page 86).
- Play *Color show* (Games Bank, page 86) to revise the colors: *black, blue, red* and *yellow.*

1 [CD 1.45] Look, listen, and point

1 Help students to find page 78.
2 Ask students *Who can you see?* Point to Busy Bee and ask *Who is this?* (Busy Bee).
3 Then ask students what they can see in the second row (which is blue) on the honeycomb: *What can you see? Yes, numbers.*
4 Point to the number 1 and ask *What is this?* (one). Say *Yes, it's one*.
5 Repeat the procedure for the numbers 2, 3, 4 and 5.
6 Play the first sentence on the CD. Say *Listen and point*. Students point to the corresponding numbers as they hear them mentioned.
7 Repeat the procedure for the other three rows of pictures.

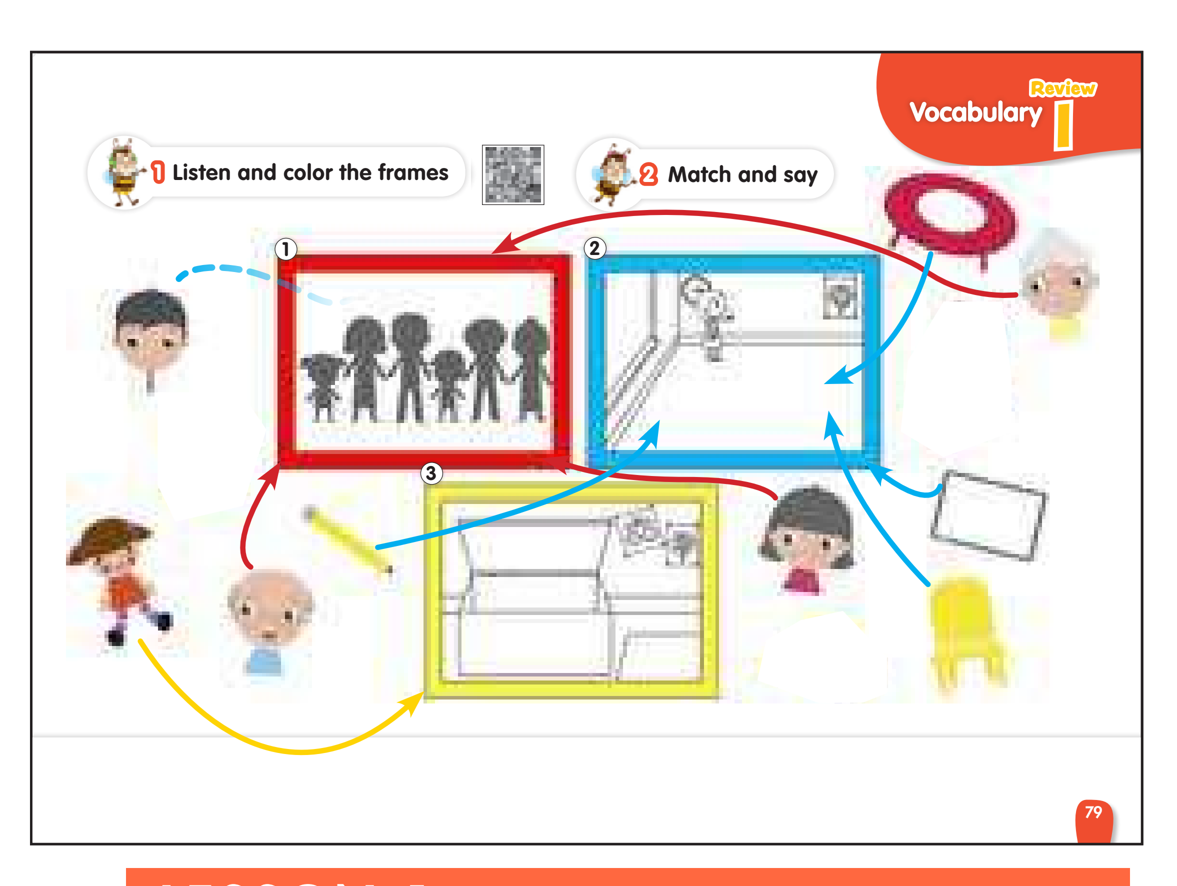
Audioscript

Narrator 1: *1*
Narrator 2: */h/, /b/, /d/, /m/*
Narrator 1: *2*
Narrator 2: *1, 2, 3, 4, 5*
Narrator 1: *3*
Narrator 2: *pencil, crayon, book, table, chair, board*
Narrator 1: *4*
Narrator 2: *eye, ear, nose, hand, mouth, hair*
Narrator 1: *5*
Narrator 2: *red, blue, yellow, black*



2 Color the star

1 Hold up the book and point to the star.
2 Ask the students to color the star carefully to show that they have finished this page.



LESSON 1 page 79

1 [CD 1.46] Listen and color the frames

1 Make sure each student has a red, blue and yellow coloring pencil or crayon.
2 Help students to find page 79.
3 Point to the big pictures in the middle of the page. Point to the numbers: 1, 2 and 3. Elicit the number words: *What number is this?*
4 Tell students that they are going to listen to the CD and color the frames in either red, blue or yellow: *Listen and color.*
5 Play the CD, stopping to give the children time to choose the correct colored pencil or crayon and to color each frame.
6 Students listen and color.

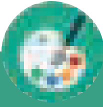
Audioscript

Narrator 1: *1*
Narrator 2: *red*
Narrator 1: *2*
Narrator 2: *blue*
Narrator 1: *3*
Narrator 2: *yellow*

2 Match and say

1 Use the small pictures on the page to elicit the words. Ask *What's this?* (daddy, doll, pencil, grandpa, table, grandma, board, mommy, chair).
2 Then say *Now point and say*. Say a word, for example, *daddy*. Students find and point to the picture of the daddy and say *daddy*. Repeat the same procedure for all the words.
3 Point to the daddy and ask students to point to the frame in the middle where it should belong *Where does daddy go? Is he in the box? No. Is he in the classroom? No. Is he in the family? Yes*. Make sure each student has a red coloring pencil: *Show me red*. Say *Now draw*. Students draw a line from the picture of daddy to the red frame around the family picture.
4 Repeat the procedure for the rest of the family pictures.
5 Then follow the same procedure to draw blue lines from the classroom items to picture frame 2, and yellow lines from the doll to picture frame 3.

Fast finishers



- Play *Mime it* (Games Bank, page 87) to practice any of the words from the page.

Practice game

- Play *Point to it* (Games Bank, page 87) to practice classroom items and colors.

Review 1

LESSON 2 page 80

Objectives: To revise the language from units 1-4

Language:
Unit 1: *Hello. What's your name? I'm (Adam).*
Unit 2: *Touch your (ear). Wash your (hands).*
Unit 3: *What's this? It's a pencil.*
Unit 4: *This is my (mommy).*

Materials:
Student's Book, pages 80 and 81
Class CD
Coloring pencils or crayons

Opener

- Play *Memory* (Games Bank, page 87) to revise the vocabulary from units 1-4.

1 [CD 1.47] Look, listen, and color

1. Help students to find page 80.
2. Revise the colors with a quick game of *Show me* (Games Bank, page 87).
3. Look at the picture with the class. Ask them what and who they can see in the picture. Point to a character and ask *Who is this?* (Adam, Dina and Busy Bee.) Make sure the students can remember the names of the characters.
4. Then point to items on the page and ask *What is this? (It's (a book). It's (a pencil),* etc.) In the picture there are some classroom items, some toys and some family pictures on the walls.
5. Tell students they are going to listen and color the missing items on the page: *Listen and color.*
6. Play the CD, pausing after each dialog.
7. Students listen to the CD and color the items as they hear them mentioned. (Busy Bee, the book, the ball, the picture of the brother.)

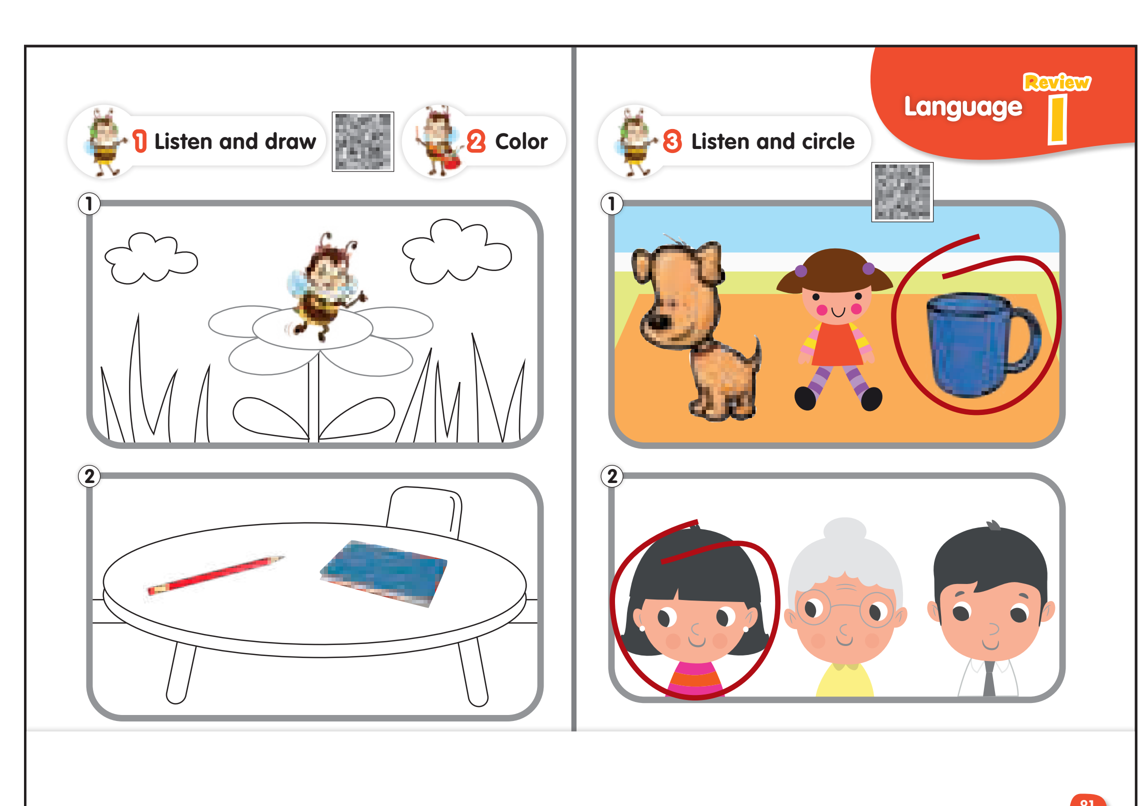
Audioscript

Narrator: *1*
Boy: *What's your name?*
Busy Bee: *I'm Busy Bee. I'm yellow and black.*
Narrator: *2*
Adam: *What's this?*
Dina: *It's a book. It's green.*
Narrator: *3*
Busy Bee: *Where's my ball? It's blue.*
Adam: *Here it is.*
Narrator: *4*
Dina: *This is my brother.*



2 Say

1. Play the CD again. Say *Listen and point*.
2. Students listen, point to each item and join in with any words they can.
3. Encourage confident students to say *It's a ball. It's blue*.



LESSON 2 page 81

1 [CD 1.48] Listen and draw

1 Help students to find page 81.
2 Focus their attention on the two big pictures on the left-hand side of the page. Tell students that they are going to listen to the CD and draw on the big pictures.
3 Say *Listen*. Play the CD, pausing after the first dialog.
4 Students listen. Then say *Now listen again and draw*.
5 Play the first dialog again. Students draw Busy Bee on the flower in the first picture.
6 Repeat the procedure for the second dialog. Students should draw a pencil and a book on the desk in the second picture.

Audioscript

Narrator: *1*
Girl: *Hello! What's your name?*
Busy Bee: *I'm Busy Bee. I'm yellow and black.*

Narrator: *2*
Boy 1: *What's this?*
Boy 2: *It's a pencil. It's red.*
It's a book. It's blue.

2 Color

1 Play the CD again so that students can color Busy Bee yellow and black, the pencil red, and the book blue: *Now listen again and color.*
2 Students could show their pictures to a partner and say *It's Busy Bee. It's yellow and black. It's a pencil. It's red. It's a book. It's blue.*

3 [CD 1.49] Listen and circle

1 Ask the students to look at the first picture on the right-hand side and tell you what they see. Point and ask *What's this?* Elicit *dog, doll* and *mug*.
2 Tell students that they are going to listen to the CD and point to the item that they hear: *Listen and point*.
3 Play the first dialog on the CD once while students listen. Then say *Now listen again and circle* and play the dialog a second time. Students should circle the mug.
4 Repeat the procedure for the second picture and students circle *mommy*.

Audioscript

Narrator: *1*
Boy 1: *Where's my mug?*
Boy 2: *Here it is.*

Narrator: *2*
Adam: *This is my mommy.*

Fast finishers



• Students review the vocabulary from units 1-4 with a partner using the pages in the book. One student asks *What's this?* and the other student replies *It's a (car)*.

Practice game

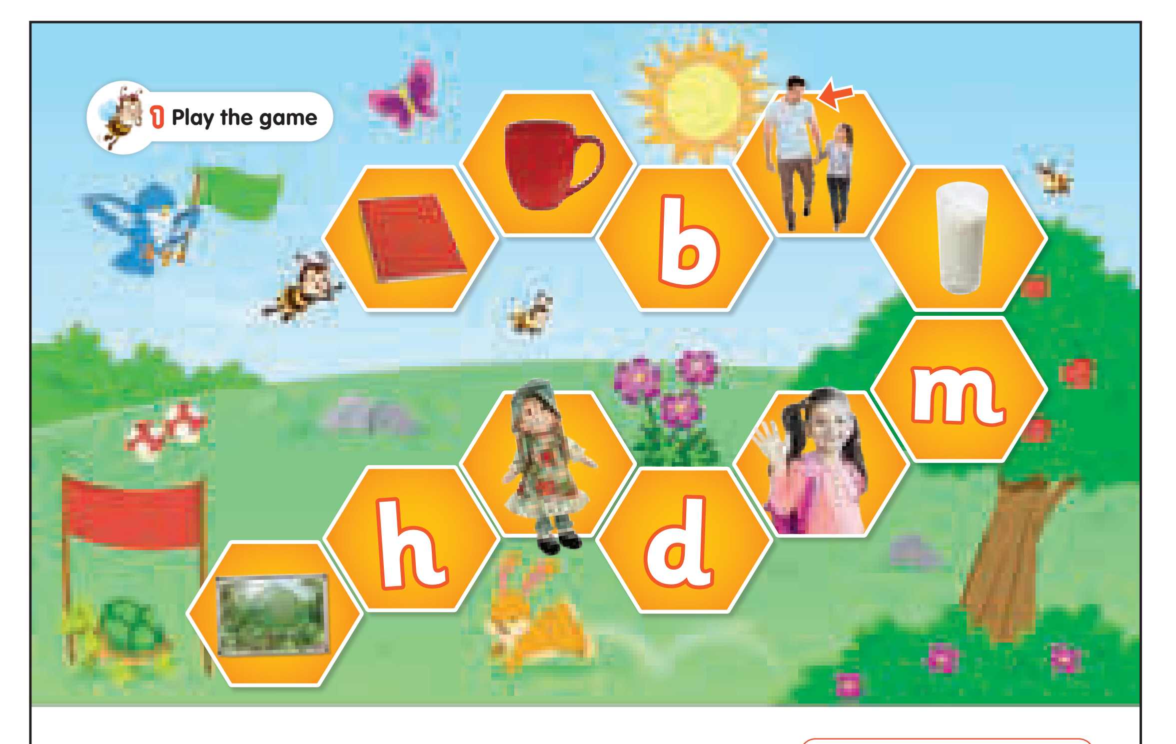
• Play *What's this?* (Games Bank, page 88) with classroom items.

LESSON 3 page 82

Objectives: To revise the letter sounds from units 1-4: /h/, /b/, /m/, /d/
To trace and copy the letters h,H; b,B; m, M; and d, D

Vocabulary: *book, doll, hello, mouth, mug, hand, milk, Hello!, daddy, board*

Materials: Student's Book, pages 82 and 83
A doll and a book
1-3 spinners and counters for the game

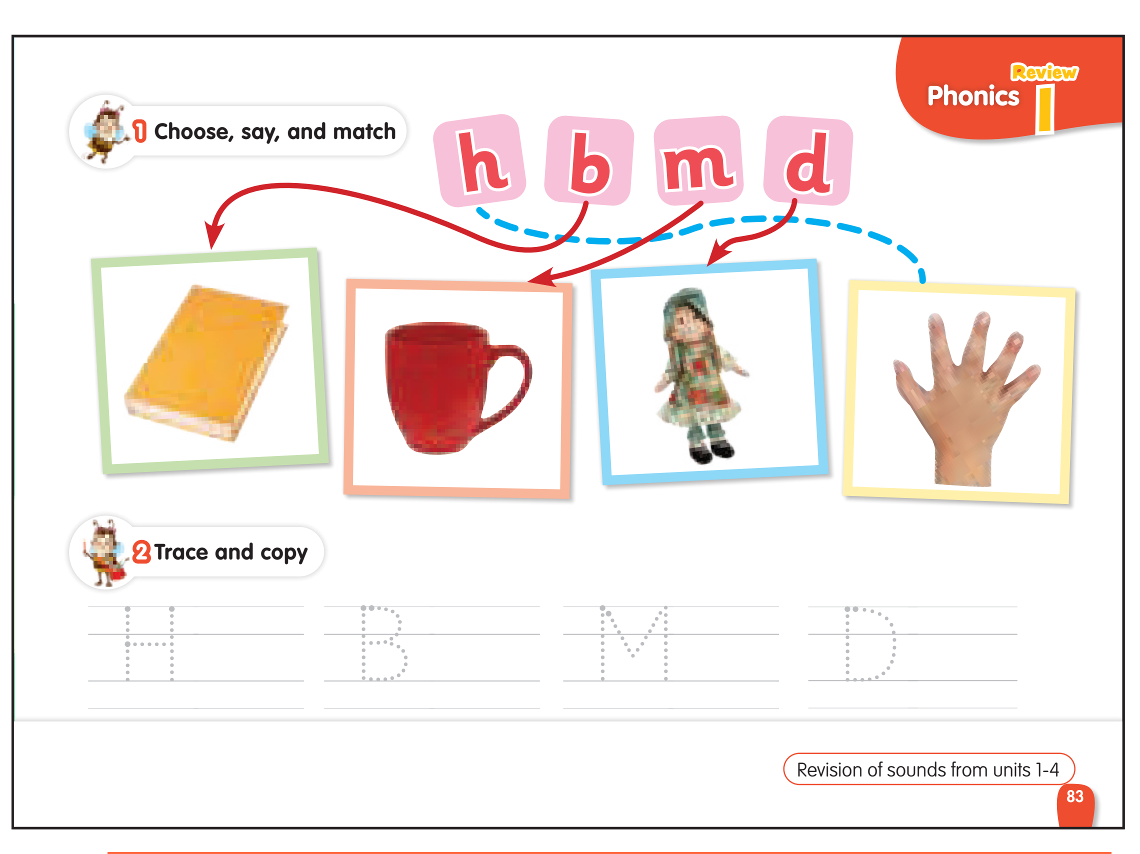


Opener

- Revise the sound /h/ by waving and eliciting *Hello!*
- Write the letter *h* on the board and say */h/*. Point to the letter and say */h/*. Students repeat the sound /h/ with you.
- Then wave again and elicit *Hello!* Point to the letter *h* on the board at the same time, so that the students are saying /h/ ... *hello* repeatedly.
- Repeat the procedure for */b/* (hold up a book), */m/* (point to your mouth) and */d/* (hold up a doll).

1 Play the game

1. Help students to find page 82. Point at Exercise 1.
2. Say *Look! A game*.
3. Use the pictures to elicit the vocabulary. Point and ask *What's this?* (book, mug, daddy, milk, hello, doll, board and the sounds /b/, /m/, /d/, /h/).
4. Demonstrate how to play the game. Hold up your book to show the game board. Explain that students have to take it in turns.
5. First, students place their counters on the green flag.
6. Then each student spins the spinner and moves their counter that number of spaces on the game board. They say the sound or word for the space they land on, so if they roll a one they land on the book picture and say *book*, if they roll a two they land on the mug picture and say *mug*.
7. Students play the game in pairs or small groups.
8. They can play the game more than once, or with different partners, if time allows.







LESSON 3 page 83

1 Choose, say, and match

1 Point to page 83.
2 Look at the letters at the top of the page with the students. Ask *What is this?* and elicit the letter sounds /h/, /b/, /m/ and /d/.
3 Then point to the pictures below and ask: *What is this?* (book, mug, doll and hand). Say *Let's match!*
4 Show students how to trace the line from the letter *h* to the hand below, saying */h/ hand* as you draw the line. Ask *What is it?* Students say */h/ hand*.
5 Repeat the procedure for the other letters *(b/book, m/mug* and *d/doll)*.

2 Trace and copy

1 Students trace over the letter *H* in their book with a finger, saying the letter sound as they trace. Go around and monitor, encouraging students and giving help if needed.
2 Students then trace them with a pencil, and copy a letter *H*. Then they point and say the letter.
3 Repeat the same procedure for the letters *B, M* and *D*.



Fast finishers

- In pairs, students play *Copy it* (Games Bank, page 86) to revise the letters *b, m, d* and *h* and their letter sounds /b/, /m/, /d/ and /h/.

Practice game

- Play *Missing sound* (Games Bank, page 87) to revise the letter sounds /b/, /m/, /d/ and /h/.

LESSON 4 page 84

Objectives: To revise vocabulary from units 1-4
To revise language from units 1-4
To listen to and practice a dialog in pairs
To work on a project to make a family chain
To talk about what you have made

Vocabulary:

Unit 1:	*Busy Bee, Adam, Dina, hello, goodbye, flower, friend*
Unit 2:	*ear, eye, hair, hand, nose, mouth*
Unit 3:	*board, book, chair, crayon, pencil, table*
Unit 4:	*brother, daddy, grandma, grandpa, mommy, sister*
Colors:	*black, blue, red, yellow*
Numbers:	*one, two, three, four, five*

Language

Unit 1:	*Hello. What's your name? I'm (Adam).*
Unit 2:	*Touch your (ear). Wash your (hands).*
Unit 3:	*What's this? It's a pencil.*
Unit 4:	*This is my (mommy).*

Materials: Student's Book, pages 84 and 85
Class CD
Scissors, string, paint, water pots and paintbrushes for each child
A completed family chain to show the class, if possible
Review 1 cut-outs for each child (page 97)

Opener

- Play *Word whispers* (Games Bank, page 88) to revise the vocabulary from units 1-4.

1 [CD 1.50] Look, listen, and point

1. Help students to find page 84. Hold your book up.
2. Look at the first picture with the class. Explain that there are a boy and a girl and they are talking to each other. Tell students that they are going to listen to a boy and a girl.
3. Say *Listen and point*. Play the first dialog on the CD to the class. Ask students to point to the person speaking. They should start with the person on the left each time.
4. Repeat the procedure for the other pictures and the other sections of the CD.



Audioscript

Narrator:	*1*
Boy 1:	*Thank you, Dina.*
Narrator:	*2*
Boy 1:	*What's this?*
Boy 2:	*It's a pencil.*
Narrator:	*3*
Boy 1:	*It's a ball.*
Boy 2:	*Let's play.*
Narrator:	*4*
Boy 1:	*This is my daddy.*





2 Act

1 Play the first dialog on the CD. Say *Listen*. Ask one of the students to model it with you. Mime taking a gift from the student. Say *Thank you, (Hazem)*. Encourage the student to do the same when you swap roles.
2 Students work in pairs to do the speaking activity using the pictures to help them.
3 You could also play the CD and pause before the words thank you, pencil, ball and daddy and ask students to complete the sentences.
4 Confident learners can demonstrate their speaking activity in front of the class.

LESSON 4 page 85

1 Make a family chain

1 If you have made a family chain, show this to the class. Say *This is my family chain.* Make sure that each child has seen it properly by taking it around the class.
2 Help students to find page 85. Look at the pictures together with the class. Say *Look, the girl is making a family chain. Here are the materials. She is coloring in daddy. Then, she puts the picture on a string. Look, she has made daddy, mommy, brother and sister.*
3 Explain to the class that they are going to make their own family chains, following the instructions in the pictures: *Now you try.*
4 Distribute the items the students need to make a family chain. Each student needs their review 1 cut-out figures from the back of their Student's Book, string, a water pot, paint and paintbrushes.
5 First, students cut out the four people. Then they color them.
6 Next they push the string through the hole at the top of each person to make a chain of people.
7 Help them as required as they may not have the manual dexterity needed for the threading of the string.
8 Monitor the students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Help students to show their family chains to the class. Ask *Who's this?* They can introduce them, by saying *This is my (sister)*. Encourage students to use any other words they know: *(It's red)*.
2 Praise their work: *Well done, everyone. Fantastic family chains*.

Practice game

- Play *Word whispers* (Games Bank, page 88) to revise all the known vocabulary.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all the students get to the other side of the room, they repeat with the other student leading.

Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing, e.g. *h*/*Hello!*, *b*/*book*, *r*/*robot and d*/*daddy*, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. board, book, chair, crayon, pencil or table for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a *doll, a teddy bear, a robot, a balloon, a car, a ball*. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. *robot*. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h*/*Hello!*, *b*/*book* and *r*/*robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food (or toy food)*, *classroom items, parts of the body, clothes*. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters, family members, animals, numbers*. Display the cut-out pictures. Say one of the words, e.g. *daddy*. If students think they know which picture is daddy, they put up their hands. Choose a student to come to the board and point to the picture of daddy. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils, crayons* and *books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. *healthy and unhealthy food*. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. *a green spoon* or *green tick* at the top of one side, and *a red spoon* or *red tick* at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with eye, hair, ear, mouth and hand. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. e.g. one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel, elephant, giraffe, lion, monkey, snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board, book, chair, crayon, pencil* and *table*. Demonstrate with a confident student. Show the student an item, e.g. *a book*, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers: doll to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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